Partnership and Capacity Strengthening Basics:

A GUIDE FOR FACILITATORS

CRS
CATHOLIC RELIEF SERVICES

Welcome to the CRS training guide in the basics of partnership and capacity strengthening, CRS has a rich history of working productively with local organizations, including both Church and non-Church partners. The CRS Partnership and Capacity Strengthening (P/CS) Unit seeks to support Country Programs to strengthen these partner organizations' capacity to further contribute to civil society and to enhance and maintain consistent quality services to the poor and those suffering injustice. This unit also supports Country Programs and partners to establish and sustain strong partnerships.

CRS Partnership Principles

» Share a vision for addressing people's immediate needs and the underlying causes of suffering and injustice.

» Make decisions at a level as close as possible to the people who will be affected by them.

» Strive for mutuality, recognizing that each partner brings skills, resources, knowledge, and capacities in a spirit of autonomy.

» Foster equitable partnerships by mutually defining rights and responsibilities.

» Respect differences and commit to listen and learn from each other.

» Encourage transparency.

» Engage with civil society, to help transform unjust structures and systems.

» Commit to a long-term process of local organizational development.

» Identify, understand, and strengthen community capacities, which are the primary source of solutions to local problems.

» Promote sustainability by reinforcing partners' capacity to identify their vulnerabilities and build on their strengths.

If you have any comments or questions on the content or use use of these training guides please contact partnership@global.crs.org

Acknowledgements

All the sessions included in this introductory training have been built on existing resources and experiences from across CRS departments and teams. P/CS team members Linda Gamova, Sarah Ford, Robert Grabman and John Donahue initiated the training guides, along with consultants Meghan Armistead, Joanne Spicehandler and Mary-Jo Larson. The foundational work of Dominique Morel and Dai Peters was particularly helpful for the Adult Learning session. The trainings were piloted in East Africa in 2013 and 2014, with the support and input of Jennifer Overton and the East Africa regional office staff, and country program staff of the CRS Ethiopia, Kenya, South Sudan, Tanzania and Uganda country programs. The training was also piloted in the Philippines in 2014 with CRS staff.

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Overview for Facilitators

Strength in Solidarity (SiS) is a particular project within the P/CS unit. One key component of the (SiS) project is to improve staff knowledge, skills and attitudes (KSA) in partnership and capacity strengthening through the establishment of the Institute for Capacity Strengthening (ICS). The ICS develops new tools (such as this training guide) and draws upon existing CRS platforms to expand staff and partner access to, and use of, quality learning materials and related resources. The ICS employs a stair-step model of learning, starting from the basics at Level 1 and increasing in mastery of the knowledge, skills, and attitudes needed in partnership and capacity strengthening in Levels 2 through 4, as illustrated in the following table.

Definitions per Level

Learning Process and Outcomes			
Level 1	**Level 2**	**Level 3**	**Level 4**
Meet it	*Learn it*	*Try it*	*Do it & Teach it*
Introduction/ Information	**Tools and Methods**	**Implementation/ Practice and Reflection**	**Developing Expertise, Teaching and Documenting**
Participants receive an introduction to the key P/CS concepts.	Participants build on their understanding from Level 1 and become familiar with key P/CS tools and methods for specific KSAs.	Participants build on their understanding from Level 1 and the tools and methods from Level 2 to begin to implement, practice and learn experientially to develop greater specific expertise in key P/CS KSA areas.	Participants master the P/CS skills developed over the previous three levels and begin to refine, teach and document their expertise as a contribution to the agency's capacity.
Learning outcome: Demonstrates a basic understanding of key P/CS KSA concepts.	**Learning outcome:** Demonstrates a sufficient understanding of key P/CS concepts, approaches and tools and methods, but guidance is needed to consistently apply them effectively in the workplace.	**Learning outcome:** Demonstrates a sound understanding of key KSA P/CS concepts, approaches and tools and methods to adequately perform related tasks; may require guidance when operating in an unfamiliar environment or new topic. Proficiency is advanced through supervised application and reflection on performance.	**Learning outcome:** Demonstrates a high level of understanding of the key KSA P/CS (CRS and not) concepts, tools and methods to perform fully and independently related tasks. Can teach and document P/CS expertise as a contribution to CRS P/CS capacity.

CRS does not expect that every employee will pass through all four levels in the model. **Every** CRS staff that interacts regularly with partners is expected to attend a face-to-face Level 1 workshop or take the courses on-line, and to apply the learning to his/her work.

Some staff may choose, or be assigned to, higher level courses based on programmatic need or on the staff's personal interests and career aspirations.

Level 1 Training Sessions

The training sessions that follow represent key Level 1 ICS content areas, and consist of a suite of six discrete training session designs that aim to introduce and develop the participating audience's knowledge, skills and attitudes in partnership and capacity strengthening. These sessions include:

» Partnership Basics: An Introduction to CRS' Approach to Partnership

» Capacity Strengthening Basics: An Introduction to CRS' Approach to Capacity Strengthening

» Assessment Basics: An Introduction to CRS' Approach to Organizational Capacity Assessment

» Relationship Basics: How CRS Staff Relate to Partners and Approach Capacity Strengthening

» Communication Basics: How CRS Staff Communicate with Partners

» Adult Learning Basics

These training sessions provide participants with a basic common understanding of partnership and capacity strengthening concepts, and lay the ground work for effective work together. These basic courses are also available online as e-courses for CRS staff and partners at CRS' ICS website.

Training Guide Applications

In order to get the most out of the Level 1 learning content, and to understand the way these topics build on and influence one another, the CRS P/CS Unit suggests that they are taken — either via e-learning courses, or through these face to face training opportunities — in the order shown above.

However, to ensure maximum flexibility of use, each training session is written as a stand-alone piece based on the premise that training teams may select which sessions are most needed to support the learning needs of staff.

Refer to the Sample Training Agenda on page 7 for further information about session sequencing and learning objectives by session. CRS' P/CS Unit is available to consult with trainers about the best approach for assessing learning needs and devising the most appropriate training response.

Target Audience

CRS' P/CS Unit has developed this guide primarily as a resource for CRS staff members who interact regularly with partners. (Partner staff may also find some or all of these sessions useful.) CRS' P/CS Unit strongly encourages participation of both Program Quality and Management Quality staff in this training. CRS staff tasked with strengthening the capacity of their fellow staff and partner organizations will additionally benefit by following up the sessions in this Guide with more advanced courses offered by the PC/S unit, which are available on the ICS website.

Group Size

The session designs are structured to accommodate a training group of 15-20 participants. The group exercises seek to maximize participation by dividing the plenary into working groups of four to six members. Should the training audience be much larger or smaller, the facilitator will need to make adjustments in session timing and size of working groups.

Trainer Qualifications

The Guide assumes that the trainer brings the following background experience to the process:

» Is well-versed in the principles and practices of participatory adult learning and has delivered trainings in the past;

» Has ample knowledge of the country context, CRS programming and management and partner organizations;

» Is prepared to complement his/her own expertise by engaging co-trainers or content area experts to fill in any gaps in his/her skills and knowledge.

Trainer Checklist

The following is a basic checklist that the P/CS unit has found helpful for facilitators.

» **Read all the preparatory material:** Have you read the whole Training Guide? Have you noted areas that will require additional preparation or where you have questions? Have you prepared all handouts, flipcharts and necessary slides?

» **Check logistics: Have you ensured that all the necessary logistics are accounted for and adequate (for example a big enough room, wall space, ability to move desks to form groups etc., meals and breaks prepared)?**

» **Know the audience**: What is the experience level of the audience? What might be the dynamics among participants?

» **Understand cultural norms and dynamics**: What kind of training style is most appropriate for this group? Have you ensured that participants will feel respected and their experience appreciated?

» **Identify an on-the-ground contact person:** Do you have a person in the country program that can help with understanding local norms, knowing the audience and with arranging for logistics?

» **Be aware of gender dynamics**: Do you know the gender make-up of the group? How might this affect the training? How might you mitigate any gender challenges?

» **Be familiar with adult learning approaches**: Remember at all times that participants are experienced adults. Remember to involve first, teach through doing and build on experiences. *(Hint: You may find it useful to review the Adult Learning course prior to facilitating the suite of courses.)*

» **Be mindful of the time spent on presentations and plenary**: Remember that sitting still and listening to one person talking is hard, and can easily drain energy.

» **Be prepared**: Think through all the logistics well in advance and check on them frequently.

» **Keep the goals in mind**: Always keep in mind the overall narrative of the training. Continue to reference the learning objectives throughout the program.

How to Use the Guide

Each training session is organized according to a common template in an effort to assist the trainer to conduct a cohesive, well-structured session. Each individual session design contains the following elements:

» **LEARNING OBJECTIVES —** Each session is designed to guide the learners towards the achievement of learning objectives related directly to session content. These objectives are stated in terms of what the audience should know and be able to do as a result of the session.

» **TIME —** The total time allotment for the session is provided here. The trainer may need to adjust the time if the group is larger than 15-20 participants. The total time does not allow for lengthy breaks so the trainer will need to add that time into calculations, if necessary.

» **SESSION OVERVIEW —** Presented in a table format, the session overview outlines the various discrete activities that make up the overall session design. The time required for each individual activity is also indicated there.

» **HANDOUTS AND MATERIALS —** This list includes the handouts, training materials, technological supports (laptop, projector, etc.) that a trainer will need to have on hand prior to the session. You will find the handout templates at the end of the training instructions for each session. (*Hint: Be prepared to improvise in low resource settings. For example if you have planned to use a projector in an area where the electric supply is not reliable it is prudent to prepare flipcharts as a backup.)*

» **TRAINER PREPARATION (prior to the session) —** This section should serve as a preparatory checklist for the trainer, covering the tasks that s/he should undertake prior to the session. Generally, it includes preparing flipcharts, assembling materials for a group exercise, etc. In addition to this list, the trainer(s) should secure a suitable training space, organize the room accordingly, test the laptop-projector connections, etc.

» **ACTIVITIES —** At this point in the session design, the facilitation training instructions shift from "prior to the session" to "during the session." The activities consist of the training building blocks that contribute towards the achievement of learning objectives. The activities draw on a variety of methodologies that reflect principles of adult learning and appeal to diverse learning styles. The trainer is encouraged to vary the activities according to his/her experience and knowhow. The session designs, as written, are based on successful P/CS Unit training pilots and feedback from actual participants.

Note: *In some of the training sessions there are optional activities. Please review these thoroughly before the training to see which options will work best for the intended audience.*

P/CS Training: Sample Agenda — 4 Training Days

Assumptions:

» The CRS training team will tailor the start and end times, as well as lunch and breaks, as appropriate.

» Most days average 6 total training hours. If the group is larger than 15-20 participants, the trainer(s) is encouraged to revisit the session designs and adjust time accordingly.

Day 1	**Day 2**	**Day 3**	**Day 4**
Welcome and Introduction Partnership Basics: An Introduction to CRS' Approach to Partnership	**Assessment Basics:** An Introduction to CRS' Approach to Organizational Capacity Assessment	**Communication Basics:** How CRS Staff Communicate with Partners	**Adult Learning Basics:** An Introduction to CRS' Approach to Adult Learning and Facilitation
Lunch	**Lunch**	**Lunch**	**Lunch**
Capacity Strengthening Basics: An Introduction to CRS' Approach to Capacity Strengthening	**Relationship Basics:** How CRS Staff Relate to Partners and Approach Capacity Strengthening	No Sessions. *Hint: Participants tend to be more focused on the workshop when they know that they will have an afternoon to catch up on e-mail or do other work.*	Synthesis Next steps
Daily Evaluation	**Daily Evaluation**	**Daily Evaluation**	**Training Evaluation**

Session Evaluation

To assess the success of the training, it is important to do an evaluation. How the trainer chooses to approach an evaluation will vary according to whether the team conducts individual sessions and/or the entire training. It is also important to consider each team's specific learning interests and needs before finalizing any evaluation. However, below is a sample for the full six session training. It can be adapted if only some sessions are used by taking out any parts that are not applicable, or used in its complete form.

SAMPLE Participant Final Evaluation

A. Objectives of the workshop

Please rate from 1 to 4 with 1 indicating "strongly disagree" and 4 indicating "strongly agree"

As a result of the training, I am able to:

	(1) Disagree	(2)	(3)	(4) Agree
Partnership Basics				
Explain why partnership is essential to CRS' approach to effective and sustainable development and to CRS' social justice commitment				
Explain CRS' Partnership Principles				
Explain CRS' definitions for partner and partnership				
Explain the special relationship CRS has with Church partners				
Capacity Strengthening Basics				
Define the following terms: capacity, capacity strengthening, capacity building, institutional strengthening and accompaniment and describe differences between these terms				
Explain the capacity strengthening process				
Demonstrate CRS' and partner's role in capacity strengthening				
Assessment Basics				
Explain why organizational capacity assessments are important to CRS' work				
Identify factors that make an assessment process useful to an organization				
Describe what should be assessed and how.				
Relationship Basics				
Identify how attitudes impact partnership and capacity strengthening efforts				
Recognize which particular attitudes are helpful for partnership				
Practice demonstrating these attitudes that strengthen partnership and capacity strengthening work.				

Communication Basics				
Demonstrate active listening skills				
Describe how communication affects relationships				
Practice Cooperative Communication				
Practice communicating across different contexts.				
Adult Learning Basics				
Describe key adult learning concepts and principles				
Describe at least two ways that these concepts are evident in practice				

B. Overall rating and qualitative comments

Please rate from 1 to 4 with 1 indicating "strongly disagree" and 4 indicating "strongly agree"

(1) Poor	**(2)**	**(3)**	**(4) Excellent**

1. What was the most useful part of this training for you?

2. Can you name two things that you learned that you did not know before you came? What are they?

3. What was the most challenging topic for you, if any?

4. Do you have other comments or suggestions to the trainers to improve their work?

THANK YOU FOR YOUR PARTICIPATION!

Daily Evaluation

In addition, if the training lasts multiple days, it is often helpful to devote 15 minutes at the end of each day to see how the group is feeling about the training's progress. In selecting a methodology (or creating your own), the important considerations are:

» To communicate that the information gathered is important to the training team;

» To formulate clear evaluation questions that get you the information you want to know;

» To vary the method to allow for different learning and feedback styles;

» To make efforts to reflect participant feedback in future sessions.

Possible methodologies include:

Happy face/sad face/questioning face:
Post several evaluation questions on flipchart paper in a place where participants can easily access them. You may write the individual session learning objectives and ask to what degree those were achieved. Or detail the day's major activities and ask, "to what degree does <activity X> increase your knowledge/skills/attitudes about partnership and capacity strengthening related work?" Adjust a key code to fit your question such as: *Happy face: A lot, much, helpful. Sad face: Not much, little, less helpful. Curious face: I would like more information on this topic.*

Comments in a hat
Pose evaluation comments on a flipchart and invite participants to write anonymous reactions on a slip of paper and place in a hat. The trainer can either read the comments aloud (with the group's permission) and discuss them or review them at the end of the day and gauge whether adjustments need to be made.

Plenary brainstorm
Prepare three flipchart sheets and post them with these headers: Most useful today; Least useful today; Unanswered questions — or Needs follow-up. And then facilitate a brief brainstorm moving from flipchart to flipchart.

Facilitator Training Evaluation (*An important request*)

The Partnership and Capacity Strengthening Unit would greatly appreciate feedback from trainers who use this guide. This feedback will help the P/CS team adjust and strengthen these and other trainings to better serve CRS staff and partners. Please fill out the following evaluation and return it to the P/CS Unit at partnership@global.crs.org. Thank you in advance.

Partnership and Capacity Strengthening Basics: Introduction to CRS' Approach

Facilitator Evaluation

How would you rate the success of the training overall?	
Were these the right topics? Were there any other topics that you think should be added to this introductory level suite of learning?	
How easy was it to use the training guide? Are there ways that the guide could be made more helpful for trainers?	
What would you suggest could be done differently when the training is held again somewhere else?	
Do you have other comments or suggestions to the Partnership and Capacity Strengthening Unit to improve introductory learning opportunities?	

THANK YOU!

Partnership Basics: An Introduction to CRS' Approach to Partnership

This is the first session in the CRS Partnership and Capacity Strengthening Level 1 introductory training series. To learn more about how to use this training session, please see the chapter entitled Overview for Facilitators.

LEARNING OBJECTIVES

By the end of the session, participants will be able to:

» Explain why partnership is essential to CRS' approach to effective and sustainable development and to CRS' social justice commitment

» Explain CRS' Partnership Principles

» Explain CRS' definitions for partner and partnership

» Explain the special relationship CRS has with Church partners

TIME

5 hours and 15 minutes

SESSION OVERVIEW

ACTIVITY		TIME
A.	Introduction to the Session	15 min
B.	When Partnership Works Well — Peak Experiences	45 min
C.	Why CRS works in partnership	1 hour
D.	How does CRS approach partnership?	45 min
E.	Who does CRS partner with?	45 min
F	Broad and Diverse Partnerships	1 hour
G	Benefits and Challenges	45 min

HANDOUTS AND MATERIALS

» Handout 1 — CRS Partnership Definitions and Principles (Activity D)

» Handout 2 — Partnership's Benefits (Activity G)

» Flipcharts, markers, tape, projector, laptop, blank A4 paper

TRAINER PREPARATION (prior to the session)

1. Transfer the learning objectives to a flipchart in large print that allows the audience to view them clearly.

2. Transfer the CRS definitions of *partner* and *partnership* onto a flipchart or slide for Activity A. (See Handout 1 — CRS Partnership Definitions and Principles).
3. Prepare flipcharts with small group tasks for Activities B, C, and D
4. For Activity C, take the ten CRS Partnership Principles from Handout 1 and write each on a separate index card using a marker. One principle per card.

ACTIVITIES

A. Introduction and Objectives (15 min)

Open the session by telling participants that we will explore the nature of partnership and underlying partnership principles that guide CRS' work. Over the course of the session, we will talk about why we work in partnership, how we approach partnership and with whom we partner. We will also identify ways to deepen our partner relations through the application of sound partnership principles.

Review the learning objectives for the session on flipchart and entertain any questions or need for clarification.

B. When Partnership Works Well: Our Peak Experiences (45 min)

Introduction and Group Work (15 min)

Note: this is similar to the Appreciative Inquiry Discovery stage — appreciating what works well.

Say that we are going to start out reflecting on our own experiences with partnership.

Divide the participants into working groups of four to six members each and ask them to sit together at a table.

Tell the participants that, in the next exercise, they will call up their experience with successful partnerships and share a few in a small group. Review the following group task on flipchart and check that the instructions are clear.

Group Task (30 min) When Partnership Works Well

1. First reflect on your own: Can you think of a partnership experience that you have had that went really well? What do you think made this partnership work well? What were the practices or values on the part of either partner that enriched the partnership?
2. Go around the table allowing each member to share his or her most memorable experience story.
3. Select one representative experience to report back to the plenary, highlighting the characteristics that set this partnership apart.

During the discussion, circulate lightly among the tables while keeping an eye on the time. When the groups have completed their discussions, elicit one story from each group.

Write the header *Characteristics of Strong Partnerships* on the flipchart and capture below it those features or characteristics from each partnership example that engendered a successful, productive relationship.

Take a step back from the list, review it together and ask the group: "Is there anything we can add to our profile of a solid partnership?

Complete the list and thank the participants.

C. Why do we work in Partnership? (1 hour)

Introduction (10 min)

Tell the group that we've started by talking about partnership in general, and now we are going to consider *why* partnership is important to CRS.

Ask the group why they think working in partnership might be important to CRS. After a few initial thoughts, suggest the following points as key to understanding why CRS chooses this approach:

Partnership is crucial to CRS' identity: As a faith-based, private organization, CRS is committed to supporting local civil society actors, including sister Catholic Church and community-based organizations, to strengthen their capacity to contribute to lasting and meaningful social change.

Partnership is a reflection of CRS' values: Partnership is particularly important because of the theory of change underlying CRS' work. Grounded in Catholic social teaching, CRS' guiding and partnership principles reinforce the notion that real, sustainable change comes about when people, working together, use their skills and resources to take action on the issues they feel most important. Helping partner organizations respond to poverty and injustice is a grace[1].

Partnership is a better way to do development and find sustainable and effective solutions: CRS' approach to development is the belief that healthy institutions are better able to provide consistent and quality services. Since the early 2000s, CRS has applied a theory of change grounded in the concept of Integral Human Development (IHD), which promotes the good of the whole person and every person. IHD supports the ability of each individual to realize his or her full human potential in the context of just and peaceful relationships, a thriving environment and solidarity with others.

1 Encyclical letter, deus caritas est, of the supreme pontiff benedict xvi, to the bishops, priests and deacons men and women religious and all the lay faithful on christian love, january 25, 2006.

Recap by telling the group that for these reasons — *our identity, our values and our approach to development*– partnership is key to living out CRS' mission.

Group work (30 min)

Explain that so far these concepts are a little abstract. To help make WHY CRS works in partnership more concrete, we are now going to do an exercise. Divide back up into small groups. Review the following group task on flipchart; check that the instructions are clear.

Why work in partnership? What are the benefits of partnership? — Group Task

Reflect on what we have discussed about CRS and why it works in partnership, and on your own partnership experiences. Now work together to respond to the following three areas on a piece of flipchart paper.

Working in partnership allows CRS to:

1.

2.

3.

Other?

Working in partnership allows partner organizations to:

1.

2.

3.

Other?

Working in partnership allows communities to:

1.

2.

3.

Other?

Gallery Walk (20 min)

Once the groups have finished their flipcharts, have the groups put them up, and have all participants walk around the room and review each group's work. After a few minutes, reconvene. Ask the plenary what themes and commonalities they saw. Also ask what issues or questions might have been raised by the exercise.

Conclude the session by distributing and reviewing Handout 2 and noting that for all these reasons: establishing, managing and maintaining good **partnerships is a job for everyone in CRS**.

D. *How* does CRS approach partnership? (45 min)

Introduction (5 min)

Transition by stating that since we have just explored why CRS works in partnerships it is important that we now consider how CRS approaches its work with partner organizations. Tell the group that CRS has a long history and tradition working with partner organizations and this experience, as well as CRS values, identity and mission, have informed HOW CRS approaches partnership. This approach is rooted in ten **Partnership Principles.** As agents of CRS, it is important that all staff members feel comfortable representing the Partnership Principles to internal and external audiences.

Distribute Handout 1 — CRS Partnership Definition and Principles on a slide but do not display the partnership and partner definitions until Activity E. Share the following background points:

» CRS' approach is based on its values and its belief that solidarity will transform the world. CRS' commitment to right relationships with those we serve, in collaboration with Church and secular organizations closest to those in need, results in partnerships that have a long-term vision and commitment to promoting justice and peace.

» For 60+ years CRS has worked in partnership with local organizations: first as 'consignees' then 'counterparts' and, after the CRS World Summit in 2000, 'partners'. Trends in CRS' partnerships have tended to follow development trends overall, however with particular care for Catholic Church structures. Since the 2000 Summit, a greater emphasis on partnership led to the development of CRS' Partnership Principles and support tools.

» As a Catholic agency, our values and principles originate from the teachings of the Church. Nevertheless, as a global agency working with people of many cultures and religions, our principles reflect universal concern and care for people, their dignity and autonomy.

Group work (15 min)

Tell the group that we are now going to spend some time exploring these principles.

With participants divided into five tables or work groups, review the following assignment on flipchart:

The 10 Partnership Principles — Group Task

For your 2 assigned principles, discuss the following:

1. Can you think of an example of where you have seen this principle put into practice in your partnership work with CRS?
2. How would you explain the principle to someone who does not work for the Church, for CRS, or even for an NGO? Think of proverbs, sayings, expressions, songs, children's stories, etc. If no expression comes to mind, then use everyday clear language.

Report-out and Conclusion (25 min)

Keep time during the group work and, when the groups are finished, facilitate a report-out. Ask the group about their experience with explaining these principles as well as finding examples of applications in their daily work with partners.

Conclude this section by reviewing the principles and asking if there are any participants who can name all ten.

E. Who does CRS partner with? (45 min)

Plenary (10 min)

Review with the group: We have so far looked at *why* CRS works in partnership and HOW it approaches this work. We are now going to look at WHO CRS partners with.

Explain that CRS partners with a wide range of organizations: sister Church agencies, secular NGOs, community based organizations (CBOs), government and for-profit entities, NGOs of other faith traditions, universities, or networks. In all of these relationships, CRS works in a way that reflects its values and identity. However, not every relationship is a partnership. To be clear about the terms that we are using, we will look for a moment at how CRS defines partner and partnership.

Clarify the CRS definitions of partner and partnership by displaying them on a flipchart or a slide, as follows.

Definition

Partnership: a relationship based on mutual commitment and complementary purpose and values that is often supported by shared resources and which results in positive change and increased social justice. If CRS is in a relationship with another organization that fits within the partnership definition, then that organization is CRS' partner.

Note that partnership is crucial to CRS' identity—working in partnership helps build and sustain healthy Church organizations and local nonprofits, improving their efforts to eradicate poverty and injustice.

Sister Church agencies within the universal Church family — Group Task (35 min)

Explain that CRS will always work with a wide range of partners. However, it is important to remember that **CRS always has a relationship with Sister Church organizations.**

This means that in countries where the Church has the commitment, capacity and interest to engage in humanitarian and development projects, CRS will give preference to working together with the Church. Where the Church does not have a focus, or does not choose to engage on humanitarian or development work, CRS is expected to maintain good working relationships with sister Church organizations, but is not required to undertake programs with them.

Ask the group if they would like to share their experience working with the Church in their country and how they have strengthened this relationship, or if they have had a challenge in this relationship.

<u>Reinforce</u>: How these relationships look might be different in different places and context. Let's look at three examples to illustrate our diverse realities.

Write Country A, Country B and Country C respectively one per flipchart paper and either print out or write the following examples below. Have a participant volunteer begin by reading the first one. After the description, ask the group: Is this a scenario you can relate to? Do you think it's reflective of CRS' values, relationships and partnership approach? Capture notes on flipchart paper. Repeat for the other two examples.

> **In Country A,** 100% of CRS' partnerships and programmatic work is with the Church.
>
> *Snapshot/example:* CRS' country program is focused entirely on education, and peace and justice advocacy. With a huge Catholic population, a wide network of Catholic schools and a very strong Church leadership, CRS and the Church have found that working together ensures enormous reach and big impact.

In Country B, CRS and the Church have a close relationship and meet regularly, but may not have specific projects that they are working on together.

Snapshot/example: The Country Representative meets regularly with the Bishops each time that he visits a Diocese, and has a close relationship with the Episcopal Conference. Staff regularly check-in with sister Church agencies.

In Country C, CRS and a sister Church agency may have a close relationship and the two may work together programmatically on a case-by-base basis."

Snapshot/example: Though much of the country office's program portfolio includes work with national and local NGOs, over the last five years CRS and a sister Church agency have built a well-respected and innovative approach to the care of orphans and vulnerable children through and with the network of Catholic social services agencies across the country.

After you have gone through all three, explain that all three scenarios are fine because in the end — regardless of how closely the two collaborate programmatically, **CRS and its sister Church agencies will always be in relationship.** Mention that for more information on how to engage with the Church and sister Church agencies see the "Protocol for Relations with Church Partners."

Stress that the final take away is that partnerships change over time, however, the *relationship with Sister Church agencies is one without a timeline — projects may come and go, but CRS, as part of the Church, is always in relationship with the Church.*

F. Broad and Diverse Partnerships (60 min)

Introduction (10 min)

For this activity, share the following background points with the plenary:

» CRS engages in partnerships with a wide array of organizations. As we explored in the previous section, CRS has a special relationship with its sister Church agencies. However, CRS also works with other partners, which might include secular NGOs, CBOs, government and for-profit entities, NGOs of other faith traditions, universities, or networks.

» While CRS applies its Partnership Principles with ALL partnerships, to ensure that CRS is a good partner, it is also important for CRS and its staff to understand and appreciate the diversity of its partners. This includes understanding the ways a partner's identity, governance, structure, culture, projects implemented, external environment, etc. may influence and impact the relationship.

Activity (25 min)
Facilitate a brainstorm, asking the plenary to identify the range of organizations with which CRS partners in this country program. Call out the name of each organization with whom CRS maintains a formal relationship.

Capture all responses on the flipchart. Then together review and group those partners.

These might include:

» Sister Church agencies
» Other faith NGOs
» Universities
» Donors
» Secular NGO
» CBOs
» Private sector actors
» Local government agencies

Next, introduce a small group discussion. Divide the participants into the number of working groups that allows each group to analyze two types of partners. For example, if you identified eight types of partners, create four groups.

Share the group task on flipchart:

Partner Diversity

For your assigned partner types, discuss and summarize your answers to the following questions:

1. What are commonly considered the sources of motivation for this type of organization?
2. Why do they do the work they do? What are their intentions?
3. What might be some of the things that are most important for this partner in terms of a relationship? E.g. shared values or shared profits
4. How might these interests, priorities and intentions influence how CRS would approach and work with these partners?
5. What might be some very practical ways that these partnerships might be different from others?
6. Prepare to share your observations and a concrete example.

Plenary (25 min)
After the allotted time, reconvene the plenary for a report-out. Once each group has shared its key points and examples, summarize the activity with a few final questions that might include:

» Do you see commonalities or differences that cut across the partner types?
» What have we learned from this discussion?
» Does it call for us to change the way we operate in any way?

Capture the answers on flipchart.

Conclude by emphasizing that while CRS partners with a wide range of organizations; every relationship should reflect CRS' values. This sub-session is merely meant to show that the way each partnership looks in practical terms might be different, and that staff should be prepared to adjust to each partner's reality. For example, a government partner might require more formality. A national NGO may be only focused on project outcomes. In either case, ***CRS staff should seek to understand the partner and its reality, and adjust, while continuing to reflect CRS values.***

G. Benefits and Challenges of Partnership (35 min)

Introduction (10 min)

In order to provide some background, share the following ideas with the plenary:

» CRS believes it is more meaningful, sustainable, effective, and efficient to work directly in a country where local Church or nongovernmental structures are committed to social transformation. By supporting and strengthening those local institutions, CRS enhances a community's ability to respond to its own problems.

» Our values and commitment to social transformation require genuine mutuality and equity. CRS contributes technical, managerial, and financial support to our partners. Our partners and their staff bring an understanding of the cultural, social, and political environment, as well as project services and resources. Without these assets, our programs would not succeed at reaching the most vulnerable in any sustainable way. Together, we are able to work for profound change in the world.

» CRS has the added challenge — and opportunity — of engaging in long-term partnerships, especially with the Church, that allow us to take a long-term view of capacity strengthening. One of the most common tensions in partnership is the pressure between the generation of programmatic results and the imperative to build partner capacity over the long term.

Just like any partnership — a business partnership, a marriage — there are inherent benefits and challenges in a partnership between two organizations linked by a common goal or vision. Stronger partnerships are forged when both parties are aware of the benefits and risks. To round out our understanding of CRS' partnership approach, we will now identify the benefits and challenges of these relationships.

Group work (20 min)
Break the participants into two working groups and present the discussion questions on flipchart:

Partnership Benefits and Challenges

In your working group, recall the breadth of partnerships we have explored in the session. Based on your experience, develop a list of:

1. The potential benefits of partnership.
2. The challenges or risks that partnerships present.
3. What are some ways that you have addressed some of these challenges in your work?

Capture the lists on flipchart paper to share back with the group.

Group presentations and conclusion (15 min)
Invite each group to present their brainstormed lists making note of ideas that coincide in the two groups' presentations. Hopefully, the lists are broad and complete. If relevant, you may want to fill the lists out with some of these standard responses.

Sample answers

Note that these are examples for the facilitator. This is not a prepared flip chart

Benefits	Challenges
» Improved communication and information exchange, » Improved quality of services, » Expanding reach to multiple or diverse constituencies, » Improved coordination and reduced duplication of effort, » Achieving synergy; merging resources, » Complementing each partners' institutional capacity or technical expertise, » Meeting a donor mandate for working in partnership.	» Lack of role clarity can generate conflict, » A partner taking individual credit for a collective success, » When one partner's reputation or image is compromised, potential to affect the counterpart's reputation.

As a synthesis discussion, review the challenges listed on the flipchart, asking the group to propose one solution to remedy the challenge. Make note of those solutions on the flipchart.

Keep the benefits/challenges flipchart posted. Participants should feel free to add to the list if new ideas come to mind. Also distribute and review Handout 2.

CATHOLIC RELIEF SERVICES

Handout 1

CRS Partnership Definitions and Principles

Partnership: a relationship based on mutual commitment and complementary purpose and values that is often supported by shared resources and which results in positive change and increased social justice. If CRS is in a relationship with another organization that fits within the partnership definition, then that organization is CRS' partner.

CRS Partnership Principles

Shared vision: Share a vision for addressing people's needs and the underlying causes of suffering and injustice.

Subsidiarity: Assign responsibility for decision-making and implementation to a level as close as possible to the people whom decisions will affect.

Mutuality: Strive for mutuality, recognizing that each partner brings skills, resources, knowledge, and capacities in a spirit of autonomy.

Equity: Foster equitable partnerships by mutually defining rights and responsibilities.

Respect: Respect differences and commit to listen and learn from each other.

Transparency: Foster healthy partnership by promoting mutual transparency regarding capacities, constraints, and resources.

Transform civil society: Contribute to the strengthening of civil society and the transformation of unjust structures by encouraging dialogue and action with other members of civil society.

Capacity Strengthening: Commit to a long-term process of mutually agreed upon organizational development.

Community Ownership: Identify, understand, and strengthen communities' capacities and coping mechanisms to maximize community participation.

Sustainability: Facilitate sustainability through a capacity strengthening approach

Handout 2

Partnership's Benefits

Working in partnership allows CRS to:

» Contribute to the development of **a robust civil society** sector with effective local institutions who can lead the development of their nation

» Learn about **community needs and resources,** as well as **potential solutions** from our partners

» **Reach** more people in need

» Deepen the **impact** of our joint work's

» Improve the **quality** of our joint work

» Have **more sustainable solutions** to development solutions

» Live out our **principles** of subsidiarity, solidarity, and mutuality

Working in partnership means CRS can reach more people, have higher quality, more appropriate and more sustainable programs, and live out its principles.

Working in partnership allows partner agencies to:

» Expand their **reach and impact** to support their efforts to address poverty and injustice

» Increase their **access** to human, financial, technical **resources**

» Improve their **organizational performance**

» Improve and expand their networks, increasing the impact of their advocacy

» Increase their connections to **learning** opportunities

Working in partnership means partner agencies can reach more people with more resources and become a more connected stronger organization.

Working in partnership allows communities to:

» **Contribute** to the development of their community and nation

» Access **higher quality services**

» Access services from institutions that know them and themselves have access to a **wider range of resources**

» Access **learning from other places**

» Access **more sustainable services**

Working in partnership means communities get better and more appropriate, more informed and more sustainable services.

Partnership is not always easy, but for all these reasons, it is critical to our work and our mission.

Capacity Strengthening Basics: An Introduction to CRS' Approach to Capacity Strengthening

This is the second session in the CRS Partnership and Capacity Strengthening Level 1 introductory training series. To learn more about how to use this training session, please see the chapter entitled Overview for Facilitators.

OBJECTIVES

By the end of the session, participants will be able to:

» Define the following terms: capacity, capacity strengthening, capacity building, institutional strengthening and accompaniment and describe differences between these terms

» Explain the capacity strengthening process

» Demonstrate CRS' and partner's role in capacity strengthening

TIME

3 hours 40 minutes

SESSION OVERVIEW

ACTIVITY		TIME
A.	Introduction, Capacity Strengthening in the Partnership Context	10 min
B.	Key Concepts and Context in Capacity Strengthening	15 min
C.	CRS Approach to Capacity Strengthening	30 min
D.	Capacity Strengthening Definitions	60 min
E.	Capacity Strengthening Process	45 min
F.	CRS Role in Partner Capacity Strengthening	60 min

HANDOUTS AND MATERIALS

» Flipcharts, markers, tape, projector, laptop, index cards, Post-it notes

» Handout 1 — Capacity Strengthening Definitions (Activity D)

» Handout 2 — Partnership Principles (Activity D)

» Handout 3 — Steps in a Strong Capacity Strengthening Program (Activity E)

» Handout 4 — CRS Role in Capacity Strengthening (Activity F)

» Prize for the winning group in Exercise B

» Available hard or soft copy and a link to the Institutional Strengthening Guide

TRAINER PREPARATION (prior to the session)

1. Transfer the objectives to a flipchart in large print that allows the audience to view them clearly.
2. Prepare slides with the definitions of: capacity, capacity strengthening, capacity building, institutional strengthening and accompaniment. These can be found on Handout 1 — Capacity Strengthening Definitions. (Activity D)
3. Prepare flipcharts with group task instructions for Activities A, B, C, D, E and F.
4. Transfer the steps in the capacity strengthening process (as listed in Activity D) to cards of one step per card. Make four complete sets of these cards.

ACTIVITIES

A. Introduction: Capacity Strengthening in the Partnership context (10 min)

Introduce the session by putting the session in the partnership context. Explain that when approaching capacity strengthening, it's important to see it in the context of partnership.

Emphasize that **CRS values partnership**. As a faith-based, private organization, CRS is committed to supporting local civil society actors, including Catholic Church and other civil society organizations and government, to strengthen their capacity to contribute to lasting and meaningful social change. Local partnerships foster greater understanding of local needs and context and allow for more appropriate, equitable and sustainable solutions.

Understanding this context, review the objectives. By the end of this session you should be able to:

» Define the following terms: capacity, capacity strengthening, capacity building, institutional strengthening and accompaniment and describe differences between these terms.

» Explain the capacity strengthening process.

» Demonstrate CRS' and partner's role in capacity strengthening.

During this session we will discuss and agree on definitions for capacity and capacity strengthening, as well as accompaniment, and agree on the general parameters for each. We will also determine how this approach to capacity building and institutional strengthening, as well as accompaniment, may be adapted to your country program's needs and partners.

B. Context (15 min)

Share the following background points about CRS' capacity strengthening approach:

» CRS' approach to capacity strengthening is founded on decades of experience and constant refinement. It is grounded in proven principles of organizational development, adult learning, change management, behavior change, and the principles of transparency, ownership, and respect for local autonomy. CRS' approach to capacity strengthening also weaves in the organization's partnership principles.

» CRS has a long history of working with local partner organizations, supporting their development while providing on-going input to the financial, technical, and managerial systems that ensure sound programming.

» CRS has the added challenge — and opportunity — of developing long-term partnerships, especially with the Church, that allows CRS to take a long-term view of capacity strengthening.

» In its capacity strengthening work, **both** CRS and local partners grow as organizations. The organizations learn continuously from each other as they bring complementary capacities, especially in programming areas such as HIV/AIDS or peacebuilding. Both CRS and its partners appreciate and benefit from two-way capacity strengthening.

» Several factors guide CRS' approach to capacity strengthening, including the agency-wide strategy. Furthermore, trends in foreign aid reform explicitly include a greater emphasis on country ownership by governments and call for new forms of assistance to build capacity, sometimes over short timeframes.

Ask the group to name a few key things they have heard so far about how CRS' approach to capacity strengthening has been developed. Capture ideas on flipchart.

C. CRS' Approach to Capacity Strengthening (30 minutes)

Introduction (5 min)

Explain that in order to advance our thinking about capacity strengthening within CRS and your particular country or region we will spend some time on what "capacity" and "capacity strengthening" mean within a country context.

Let's start with a quick exercise that puts us on the same page. We know that we face multiple understandings of the terms we use, not only globally but also within specific regions and country programs.

Group work (15 min)

Split the participants into three working groups and review the group task on flipchart:

Definitions — group task

In your small group, answer one assigned question together. Write the key words that come to mind on index cards for sharing back.

» *What does the term "capacity" mean to you? (Group # 1)*

» *What does the term "capacity strengthening" mean to you? (Group # 2)*

» *From your perspective, **why** is capacity strengthening important? (Group # 3)*

Report-back (10 min)

Collect the index cards and tape them to the wall, grouped by question. Ask participants to reflect on their group's work. Do they need clarifications for some words? What are their observations?

D. Capacity Strengthening Definitions (60 minutes)

Review Definitions (10 min)

Next, review the definitions for capacity strengthening, institutional strengthening, capacity building and accompaniment using the slides you have prepared from Handout 1 — Capacity Strengthening Definitions. Going through the definitions, elaborate with the following points:

» Explain the history of the definitions. Tell them that CRS started defining these terms in 1998. These definitions were revised several times as CRS learned from its work in this field. The last time these definitions were revised was in 2007 by the working group tasked with helping CRS in its strategic planning;

» **Capacity strengthening consists of three approaches:** capacity building (CB), institutional strengthening (IS) and accompaniment (A). CB is focused on individual and team capacity whereas IS targets organizational systems and processes. CB and IS should be in place for harmonic and sustainable capacity strengthening. Accompaniment includes methods of continuous learning such as mentoring. Provide one example for each approach. These could include:

  » CB: Face-to-face training of financial staff;

  » IS: Purchase of accounting software, support with strategic planning;

  » A: A more senior staff member mentoring another staff who has recently been promoted to program officer;

Let's take a deeper look at the three approaches.

» **Capacity Building**: Capacity building is focused on individuals and teams, enhancing or developing new KSAs (knowledge, skills, attitudes) so people or teams function more effectively. Capacity building is often done through training.

» **Institutional Strengthening**: Institutional strengthening is focused on an organization. It enhances or develops the systems and structures needed to function effectively, work towards sustainability, and achieve goals. Institutional strengthening is about systems and structures and improving the enabling environment.

» **Accompaniment:** Accompaniment refers to thoughtful and consistent *coaching and mentoring* after specific interventions such as workshops, organization design, or on-the-job training. It is further successful when it includes other methods of continuous learning such as peer-to-peer learning, job share and secondment, program and management quality assurance.

Clarify the main message: **a one-time training or provision of guidelines for better system operation is rarely enough for capacity strengthening efforts to be sustainable.** Capacity building, institution strengthening and accompaniment are all necessary for sustainable effective capacity strengthening.

» Remember: don't pose questions to the plenary about the definitions. Participants will discuss the definitions in the small groups and share their thoughts then.

Group work (20 min)

Distribute Handout 1 — Capacity Strengthening Definitions to the participants. As a final step in this activity, ask the participants to return to the three working groups and respond to the following questions.

Applying our definitions

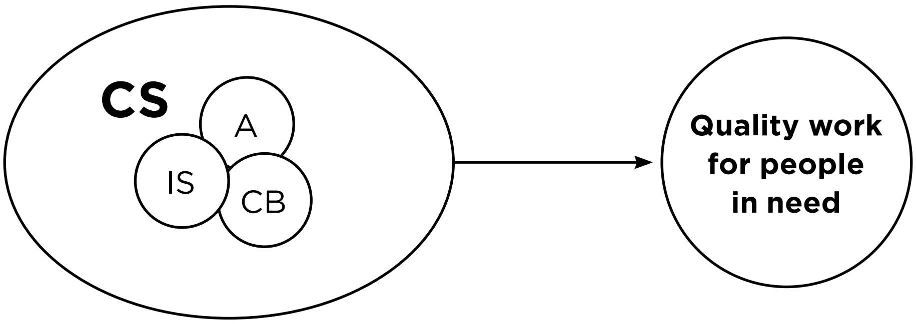
Turning our attention to three approaches that make up capacity strengthening:
CB = Capacity Building
IS = Institutional Strengthening
A = Accompaniment

1. What are your observations about the definitions?
2. Provide one real life example for each—CB, IS and Accompaniment
3. How would you translate each term into your local language? Will it make sense to your audiences?

Report-out (20 min)
Facilitate a report-out from each group, capturing key ideas on a flipchart.

Note to the trainer: occasionally debate ensues about the word *building* in the term *capacity building*. The word *building* may suggest an underlying assumption that there is no pre-existing capacity in CRS itself and/or partner organization and CRS is building it from scratch. With this term, CRS intends to convey that every organization has existing capacity and seeks to further develop that institutional asset. We refer to building on existing KSAs via training, workshops, etc. If participants feel strongly about this nuance, they are welcome to propose a better word such as *capacity enhancing*. You, the trainer, may choose to use *capacity building* and *capacity enhancing* interchangeably.

Conclusion (10 min)
To illustrate these interrelated concepts, consider drawing a diagram on flipchart to show the linkages between them:



Use the diagram to indicate that the end goal of capacity strengthening (which encompasses all three of these elements) is a stronger organization, one that is capable of better serving the poor and marginalized.

Conclude the activity by emphasizing that organizations often need all three to benefit from complete capacity strengthening support.

Mention the Institutional Strengthening Guide as one of the IS tools. (It is helpful here to have a hard copy on hand).

Also remind the group that CRS' approach to capacity strengthening is rooted in its Partnership Principles, Integrated Human Development approach and in Catholic Social Teaching. Ask if anyone is able to name at least three of the principles. Pass out Handout 2 listing the Partnership Principles. Do a quick review with the group that these principles create an environment in which capacity strengthening is mutual, appreciative and sustainable.

E. Capacity Strengthening Process (45 min)

Introduction (5 min)

Explain: Now that we know what we mean by capacity strengthening, we will explore a little *how* CRS understands and approaches capacity strengthening with partners.

The capacity strengthening process is made up of a number of steps, which are based on the project cycle used by all projects. These steps should be complete to ensure that the organization can sustain the results of any organizational change.

Explain that during this session we will explore the progressive steps that make up the capacity strengthening process while also discussing CRS' role in this process. Tell participants that a sound capacity strengthening process calls for completing **all** steps in the cycle. Not doing so makes it less likely that the participating organization will sustain the results of organizational change.

Tell participants that in this exercise we will discuss the sequence of all steps of the capacity strengthening process. For your own reference, CRS endorses the following sequence of steps as part of a strong capacity strengthening program:

» Have interest in capacity strengthening and commit to change;

» Conduct a capacity assessment;

» Analyze results;

» Prioritize needs;

» Design capacity strengthening interventions;

» Implement capacity strengthening interventions;

» Monitor and evaluate (or conduct external evaluation), including reassessment;

» Sustain the improvement;

» Document the experience;

» Replicate good practices and share with donors and colleague organizations.

Group Work (20 min)

Indicate to the group that we will familiarize ourselves with the capacity strengthening steps and their sequence in a small group exercise. Divide the participants into four working groups, review the group task and distribute a set of cards to each working group. Each set contains the 10 capacity strengthening steps with one of the steps written on each of the 10 cards.

Capacity Strengthening Steps — card sorting exercise

Take your set of capacity strengthening steps and organize them into a logical process. Begin with the first step you would undertake and trace the process to its completion. Post your sequence on the wall. There will be a prize for the group that completes the exercise first.

NOTE TO FACILITATORS: It is highly recommended to include in your preparation consideration of the local or organizational attitudes toward prizes. In some situations, groups that did not receive a prize could become resentful, even though the prize may be extremely modest. Advice — when in doubt, leave it out.

Report-out (20 min)

Invite all the small groups to do a quick gallery walk in silence for five minutes. Put on music to accompany their gallery walk.

Ask the group that finished first to present their sequence (10 min), describing the logical process, explaining why they placed the steps in this order, and what they feel are the most essential aspects of the capacity strengthening process they've described.

While they are presenting, ask the group to provide a real-life example of how they've experienced these different stages in their capacity strengthening work. Ask other groups whether they produced the same flow of steps or a different process. If different, ask them to explain their choices. Some of the participants may argue that monitoring and documenting experience are crosscutting and can occur at the middle and end of the process. Ask participants to bring real life examples to the discussion.

As a summary point, emphasize that capacity strengthening is a structured, deliberate process. CRS seeks partner input throughout the process to ensure agreement and shared ownership. Provide the participants with Handout 3—Steps in a Strong Capacity Strengthening Program.

F. CRS' Role in Partner Capacity Strengthening (1 hour)

Introduction (5 min)

Tell participants that CRS is deeply committed to the autonomy of its partners, yet recognizes that all organizations struggle to function optimally. Rather than "importing" technical expertise — which overlooks local resources — CRS asks institutions about existing assets and gaps, filling in external expertise only when necessary. CRS also helps partners assess the external environment for possible threats and opportunities.

Emphasize that to be able to provide sufficient capacity strengthening to partners, CRS needs staff with well-developed Partnership and Capacity Strengthening knowledge, skills and attitudes, as well as systems and processes supporting CRS' capacity strengthening role. Collaboration of Program Quality and Management Quality staff in capacity strengthening is crucial.

Mention that organizations are constantly changing and growing, so they are always involved in capacity strengthening. CRS should be clear and honest with partners about when and where its capacity strengthening support — in the form of technical assistance, time and resources—starts and finishes. Once CRS is engaged in capacity strengthening activities, proper follow up on the impact of those activities is needed to help organizations sustain change.

Plenary Work (20 min)

Pose the following questions in plenary.

Based on your own experience:

» Why should CRS have a role in a partner's capacity strengthening?

» What gives CRS the authority to offer capacity strengthening to its partners?

Make sure to record key ideas on the flipchart. Emphasize that we need to look at how CRS does capacity strengthening and then what we need to do to improve or sustain CRSs abilities in capacity strengthening.

Acknowledge that no organization is perfect. Tell participants that it is important to discuss **why** and **how** CRS can play a capacity strengthening role for partner organizations. Let's discuss CRS' role in a partner's capacity strengthening process using the sequence of steps proposed by the small groups.

Group Work (25 min)

Ask participants to return to their proposed process (posted on the wall) and discuss the questions on flipchart:

Revisit each step in your proposed capacity strengthening *process.*

- *Does CRS have a role in this step? If yes, what is that role?*
- *For each step where CRS has a role, stick a post-it note with CRS on it.*
- *Prepare to describe that role.*

Invite one group to present its work and encourage the others to elaborate with any ideas that differ from or expand upon the first presentation.

Conclusion (10 min)

Recap with the Handout 4 on CRS' role.

Working in Partnership, CRS seeks to be:

A Respectful Partner

- CRS recognizes that all organizations usually want to work to function better as institutions.
- When working with partner organizations on capacity strengthening activities, CRS is deeply committed to the autonomy of its partners.

An Asset-Oriented Facilitator and Coach

- Rather than "import" technical expertise, which overlooks local resources, CRS roots its capacity strengthening efforts in a commitment to work with institutions to identify and leverage their existing strengths to address capacity gaps.
- From this asset-oriented stance, CRS helps partners fill in external expertise only when necessary, and
- In its capacity strengthening activities, CRS also helps partners assess the external environment for possible threats and opportunities. CRS helps partners to do risk analysis and come up with risk response activities.
- With capacity strengthening efforts, CRS staff share their expertise through training, practical application of new skills and on-going mentoring and supportive supervision.

An Honest and Flexible Supporter

- CRS recognizes that organizations are always changing and growing. As such CRS' efforts and role in capacity strengthening strives to be dynamic to meet changing and evolving needs.

» CRS should be honest and clear with partners about when and where its support with capacity strengthening begins and ends. Once CRS is engaged in capacity strengthening activities, proper follow up is needed to help organizations learn how to sustain change.

Recap:

CRS' approach to capacity strengthening is:

» Asset based,

» Rooted in mutuality and transparency,

» Highly participatory and empowering,

» Focused on partner ownership,

» Based on a long term commitment (mention partnership and theory of change),

» Committed to honesty and clarity and openness and,

» Dynamic.

CRS' role in capacity strengthening can often be characterized as:

» Facilitator,

» Coach,

» Supporter,

» Technical advisor,

» Evaluator.

It is important to remember that all of this is contingent on the partner wanting/accepting CRS in this role and if it is deemed appropriate.

Conclude the discussion by noting that each partner relationship is unique, so it is up to CRS and partners to agree on the type of capacity strengthening support that CRS will provide and what that role will look like.

Handout 1

Capacity Strengthening Definitions

*The **theory of change** underlying CRS' approach to development is the belief that healthy institutions are better able to provide consistent and quality services. Grounded in Catholic social teaching, CRS' guiding and partnership principles reinforce the notion that real, sustainable change comes about when people, working together, use their skills and resources to take action on the issues they feel most important. Helping partner organizations respond to poverty and injustice is a grace.*[i]

Capacity Strengthening: Capacity strengthening is a deliberate process that improves the ability of an individual, group, organization, network, or system to enhance or develop new knowledge, skills, attitudes (KSAs), systems, and structures needed to function effectively, work towards sustainability, and achieve goals.

CRS defines **capacity** as the ability of individuals and organizational units to perform functions effectively, efficiently and in a sustainable manner. It is composed of three primary approaches, as follows.

» **Capacity Building**: Focused on individuals and teams, enhancing or developing new KSAs so people or teams function more effectively.

» **Institutional Strengthening**: Focused on an organization, enhances or develops the systems and structures needed to function effectively, work towards sustainability, and achieve goals. It can include the purchase of materials or equipment that improves the quality of work (technical materials, computers, software, etc).

» **Accompaniment:** Refers to thoughtful and consistent coaching and mentoring after specific interventions such as workshops, organization design, or on-the-job training.

Handout 2

CRS Partnership Definition and Principles

Partnership: a relationship based on mutual commitment and complementary purpose and values that is often supported by shared resources and which results in positive change and increased social justice. If CRS is in a relationship with another organization that fits within the partnership definition, then that organization is CRS' partner.

CRS Partnership Principles

Shared vision: Share a vision for addressing people's needs and the underlying causes of suffering and injustice.

Subsidiarity: Assign responsibility for decision-making and implementation to a level as close as possible to the people whom decisions will affect.

Mutuality: Strive for mutuality, recognizing that each partner brings skills, resources, knowledge, and capacities in a spirit of autonomy.

Equity: Foster equitable partnerships by mutually defining rights and responsibilities.

Respect: Respect differences and commit to listen and learn from each other.

Transparency: Foster healthy partnership by promoting mutual transparency regarding capacities, constraints, and resources.

Transform civil society: Contribute to the strengthening of civil society and the transformation of unjust structures by encouraging dialogue and action with other members of civil society.

Capacity Strengthening: Commit to a long-term process of mutually agreed upon organizational development.

Community Ownership: Identify, understand, and strengthen communities' capacities and coping mechanisms to maximize community participation.

Sustainability: Facilitate sustainability through a capacity strengthening approach

Handout 3

Steps in a Strong Capacity Strengthening Program

CRS' role in the partner capacity strengthening consists of the following steps:

» Establish/maintain strong, positive relations with partner;

» Assist partner to assess their level of capacity strengthening interest and commitment to change;

» Negotiate CRS' capacity strengthening role with partner;

» Support to conduct an assessment, e.g. via HOCAI, individual skills, or a network assessment;

» Assist partner to analyze results and prioritize needs;

» Assist partner to design and implement capacity strengthening interventions;

» Provide coaching or other forms of accompaniment;

» Assist partner to evaluate or conduct external evaluations, including reassessment;

» Provide continued coaching or mentoring to help sustain the improvement;

» Assist partner or CRS to document the experience;

» Assist partner or CRS to publish the documentation;

» Replicate with other partners, share with donors and colleague organizations.

Handout 4

CRS' Role in Capacity Strengthening

A Respectful Partner

» CRS recognizes that all organizations usually want to work to function better as institutions.

» When working with partner agencies on capacity strengthening activities, CRS is deeply committed to the autonomy of its partners.

An Asset-Oriented Facilitator and Coach

» Rather than "import" technical expertise, which overlooks local resources, CRS roots its capacity strengthening efforts in a commitment to work with institutions to identify and leverage their existing strengths to address capacity gaps.

» From this asset-oriented stance, CRS helps partners fill in external expertise only when necessary, and

» In its capacity strengthening activities, CRS also helps partners assess the external environment for possible threats and opportunities. CRS helps partners to do risk analysis and come up with risk response activities.

» With capacity strengthening efforts, CRS staff share their expertise through training, practical application of new skills and on-going mentoring and supportive supervision.

An Honest and Flexible Supporter

» CRS recognizes that organizations are always changing and growing. As such CRS' efforts and role in capacity strengthening strives to be dynamic to meet changing and evolving needs.

» CRS should be honest and clear with partners about when and where its support with capacity strengthening begins and ends. Once CRS is engaged in capacity strengthening activities, proper follow up is needed to help organizations learn how to sustain change.

Assessment Basics: An Introduction to CRS' Approach to Organizational Capacity Assessment

This is the third session in the CRS Partnership and Capacity Strengthening Level 1 introductory training series. To learn more about how to use this training session, please see the chapter entitled Overview for Facilitators.

LEARNING OBJECTIVES

By the end of the session, participants will be able to:

» Explain why organizational capacity assessments are important to CRS' work

» Identify factors that make an assessment process useful to an organization

» Describe what should be assessed and how.

TIME

3 hours 20 minutes

SESSION OVERVIEW

	ACTIVITY	TIME
A.	Introduction and Why Conduct an Assessment?	30 min.
B.	What Makes for a Successful Assessment?	30 min.
C.	What Do We Assess?	1 hour 20 min.
D.	How Should We Do an Assessment?	1 hour

HANDOUTS AND MATERIALS

» Flipcharts, markers, tape, projector, laptop, Post-it notes, index cards (two different colors)

» Handout 1 — HOCAI Overview (Activity C)

» One copy of the HOCAI (link to www.crsprogramquality.org)

TRAINER PREPARATION (prior to the session)

1. Transfer the learning objectives to a flip chart in large print that allows the audience to view them clearly.
2. Prepare flipcharts with group tasks for Activities B, C, and D.
3. Capture Handout 1 — HOCAI Overview as a PowerPoint slide to display with a projector.

ACTIVITIES

A. Introduction and Why Conduct an Assessment? (30 min)

Introduction (10 min.)

Welcome the participants to the session focusing on assessing the capacity of organizations. As background points to frame the session, highlight the following:

» When working with partners, it's important to have a solid understanding of the organization's strengths as well as challenges it has faced. We call this process *organizational capacity assessment*.

» We do not undertake organizational assessments in a vacuum; capacity assessments represent one step—often the first step—in an on-going partnership and capacity strengthening process.

Review the objectives on a flip chart and respond to any questions or clarifications that may be called for.

Why do an assessment? (20 min)

Pose the following question to open a brainstorm discussion:

Why does CRS strongly recommend that a capacity assessment be completed prior to undertaking any capacity strengthening efforts?

Capture participants' responses on a flip chart. Recognize their thoughtfulness and reinforce any responses that touch on:

» Assessments allow participants to celebrate what is working well and identify what can be improved in areas of essential organizational function;

» Assessments ensure that capacity building or institutional strengthening is based on a needs analysis;

» Assessments ensure that capacity building or institutional strengthening are data-driven;

» Assessments provide an opportunity to build trust and cultivate a long-term relationship between CRS and participating partners; and

» Assessments provide a means to measure results, if conducted pre-, mid-, and at the end of project or capacity strengthening process, assuming the use of the same tool.

B. What Makes for a Successful Assessment? (30 min)

Introduction (5 min)

Ask the participants in the plenary whether they've been in an assessment process, either as a facilitator or as a participant. Ask them to describe that experience, including preparing for, during, and after the assessment. Take a handful of comments. If the comments are repetitive, ask for an example of an experience that was different than those cited so far.

Table Talk: Small-group discussion (15 min)

Ask the participants to discuss two questions in small groups, and note that the groups will only have 3 minutes to report back as shared on the flip chart:

Table Talk:

Based on your experience with organizational assessment,

1. What elements make for a successful assessment?
2. What challenges would you anticipate?

Transfer your answers in a few words to index cards, one idea per card.

Ensure that the questions are clear and distribute index cards to each table. (Note to trainer: the report-out will be easier if you provide one color card for all success elements and a separate color for challenges. Explain that coding to the groups.)

Prepare two response flip chart sheets to be used in plenary with the headers "Elements for Success" and "Challenges." At the halfway point of group discussion, nudge the groups to transition to question 2. At the end of time, collect the index cards.

Plenary and conclusion (10 min)

Begin with "elements for success," posting the comments to the respective flip chart. Note any elements that are repeated across the various tables.

If participants independently cited the following points, acknowledge their expertise. If these points are missing, add them as important "what works" elements.

Successful assessments are:

» *Well-conceived* — the assessment tool is intentional in terms of which organizational aspects it seeks to assess;

» *Well-attended* — they involve a range of stakeholders, including full participation from leadership;

» *Well-planned* — the location, time, and materials are sufficient and appropriate for the setting and the size of the group;

» *Well-facilitated* — the facilitator is respectful, knowledgeable, encourages everyone's participation and keeps an eye on task completion;
» *Well-executed* — the assessment is not the end of the process, but the beginning. The group leaves with a commitment to action and enthusiasm for the next steps.

Transition to "challenges", posting the ideas identified by the table groups. If time allows, offer a suggestion for minimizing or resolving each challenge or elicit those suggestions from the plenary.

C. What Do We Assess? (1 hour 20 min)

Introduction and group work (30 min)

Tell the participants that we will now shift focus to **what is** actually assessed in an organizational assessment. Participants may continue to work at their tables for a group discussion exercise; ideally each work group should have 5-6 members.

Review the following group task on flip chart:

Group Task — What do we assess?

1. Take a moment individually to reflect on what makes up an organization. What are the major areas of function? These might be departments, teams or task areas. Jot down the functions that come to mind.
2. Together with group members, draw a picture or graphic image of an organization capturing the various functional areas.
3. For each of the areas of function, list 2-4 items that might be the focus of an assessment. For example, if you included *human resources*, you might list *hiring, performance appraisal and staff development*.

Ensure that the task is clear and distribute a piece of flip chart paper and pens for each group to capture their organizational graphic. Circulate among the groups with occasional time checks.

Group Presentations (30 min)

At the end of the allotted time, ask each group to post its work on a wall around the room. Lead the participants in a gallery walk around the different postings.

* *Note to trainer: standing usually encourages people to keep things short. If everyone is comfortable sitting, they may take more than the 3 minutes allotted to them. Make allowances for those unable to stand.*

Wrap up (5 min)

At the end of the presentations, ask the group:

» What are the most commonly identified areas of function?

» What commonalities do you see among the suggested areas for assessment?

» Are there any surprises? Any focuses suggested by another group that you hadn't thought of?

» When you look at the range of functions captured, what strikes you?
(Responses may include: that organizations are complex, that assessments have to cover a breadth of functions, that everyone brings their own perspective on what makes up an organization);

» As you look at these beautiful pictures, do you notice anything that is missing?

Stress the fact that everyone who works for an organization has a perspective on what makes up organizational life. Regardless of their area of expertise, they have a valid perspective on and personal investment in their organization's health. When assessments engage a cross-section of stakeholders, they are more likely to yield valuable information.

Review the HOCAI approach (15 min)

Display the one-page overview of the HOCAI (Handout 1) as a PowerPoint slide using a projector. Explain that the HOCAI is just one of many organizational assessment tools used around the world. Ask participants if they have used any other assessment tools in their work — whether facilitating or participating in an assessment process. Note that the HOCAI was developed by CRS staff and has been widely tested among CRS partners. Many alternative tools incorporate a similar outlook — assessing a broad selection of organizational dimensions.

Using the slide overview, walk through the purpose and capacity areas that the HOCAI encompasses. Entertain questions or observations along the way. Distribute Handout 1 — HOCAI Overview to the participants.

D. How Should We Conduct an Assessment? (1 hour)

Introduction (5 min)

Recap for the group that they have combined and synthesized their knowledge about three key questions related to organizational assessment:

1. Why conduct an assessment?
2. What makes for a successful assessment?
3. What do we assess?

Now we turn our attention to the **how,** or the process of assessment. The first part of 'how' an assessment happens is deciding what approach to assessment is most appropriate. There are many different ways to approach the process, including these four basic modalities. Refer to the following four headers each of which is on a separate piece of flip chart paper, posted around the room:

Partner-led self assessment	CRS-facilitated partner-led self assessment	CRS-led assessment	Third party-led assessment (e.g. led by a donor)

Group Work (10 min)

Group task — Assessment Approaches

For your assigned approach,

1. Describe in a few words what this approach would look like.
2. List advantages and disadvantages to this type of approach.

Break the participants up into four working groups and distribute the groups across the four flip chart stations, one group for each station. Tell the participants they have five minutes to do a rapid brainstorm in response to the tasks presented on flipchart.

Group Stations (10 min)

Once the working groups have spent five minutes working on their flip charts, ask the first group to invite everyone else to view the other groups' thinking and ask if there are questions or something to add. Repeat this feedback process for each of the three remaining stations in turn. The participants have 2 minutes to provide feedback at each station.

Plenary (10 min)

Return to the plenary and pose the following questions:

» How might you determine which approach to use?

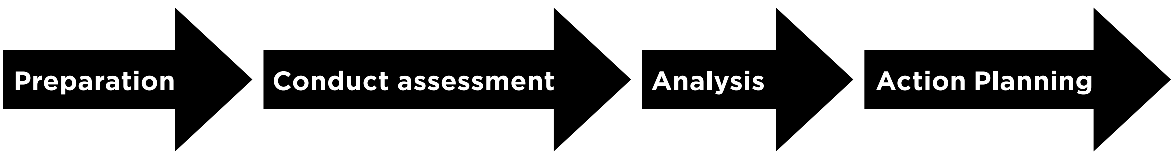
» How might you maximize the advantages of a particular approach, while minimizing the disadvantages?

» Which do you think is most common with CRS? Why?

Phases in the assessment process (20 min)

As a final step in the How do We Assess discussion, participants will examine four phases in the assessment process.

Present the following graphic on flipchart:



Divide the participants into four working groups and assign each group one phase of the process. Assign the following task and check for understanding:

Group Task — Assessment Phases

For your assigned phase, answer the following questions and summarize your ideas on a flip chart page:

1. What happens in this phase?
2. Who should be involved?
3. At this phase, what should CRS' actions and attitudes be?

Facilitate a report-back moving from Preparation through Action Planning. At each juncture, check with the plenary if they have anything about the phase under discussion. Each group has a minute or two minutes to report-back to the plenary.

Remind the group that the HOCAI introduction outlines each step and may serve as a helpful guide. Highlight that the Analysis and Action Planning phases are essential to apply data gathered into informed decisions about next steps.

As a trainer, you may find it valuable to distribute a copy of the HOCAI to each participant for reference. (Given the size of the HOCAI, this can be a soft copy, or a link to www.crsprogramquality.org) Those versions can serve at this point to enrich participant-generated findings of what happens at each phase, who is involved, etc.

Conclusion (5 min)

As a summarizing comment, remind participants that organizational assessment without analysis, planning, and implementation is a waste of time, energy and resources. The guiding principles for conducting assessments are:

» Highly participatory and empowering;
» Partner ownership of the process and outcomes;
» Open dialogue and transparency;
» A long-term organizational development perspective;
» An openness to capacity strengthening.

CATHOLIC RELIEF SERVICES

Handout 1

CRS' Holistic Organizational Capacity Assessment Instrument (HOCAI)

An Overview

Purpose:
The HOCAI assists CRS and its partners to conduct a self-analysis of organizational strengths and challenges and develop action plans to improve organizational function with a long-term goal of sustainability.

Capacity Areas assessed by HOCAI:

1. Identity and Governance
2. Strategy and Planning
3. General Management
4. External Relations and Partnerships
5. Sustainability
6. Organizational Learning
7. Human Resources Management
8. Financial and Physical Resource Management
9. Programming, Services and Results

Relationship Basics: How CRS Staff Relate to Partners and Approach Capacity Strengthening

This is the fourth session in the CRS Partnership and Capacity Strengthening Level 1 introductory training series. To learn more about how to use this training session, please see the chapter entitled Overview for Facilitators.

LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- » Identify how attitudes impact partnership and capacity strengthening efforts
- » Recognize which particular attitudes are helpful for partnership
- » Practice demonstrating these attitudes that strengthen partnership and capacity strengthening work.

TIME

3 ½ hours

SESSION OVERVIEW

	ACTIVITY	TIME
A.	Introduction to How Attitudes Support Good Partnership	40 min.
B.	Five Key Attitudes: Gallery Walk	45 min.
C.	Five Key Attitudes: Small Group Reflection	45 min.
D.	Attitudes in Practice Role Play	I hour
E.	Looking Forward	20 min.

HANDOUTS AND MATERIALS

- » Handout 1 — Partnership/Capacity Strengthening Attitudes and Outcomes (Activity B)
- » Handout 2 — Attitudes and Partnership Reflection Worksheet (Activity C)
- » Handout 3 — Attitudes in Practice Scenario (for role play participants) (Activity D)
- » Way to play lively music, either from a computer or other device, for the Gallery Walk.
- » A basket or bowl for Activity D.
- » Flipcharts, markers, tape, projector, laptop

TRAINER PREPARATION (prior to the session)

1. Transfer the objectives to a flipchart in large print that allows the audience to view them clearly.
2. For Activity A — transfer Knowledge, Skills and Attitudes chart that appears in trainer instructions of Activity A to flipchart.
3. For Activity B — Refer to Handout 1 — Partnership/Capacity Strengthening Attitudes and Outcomes and transfer each attitude with its respective definition and outcomes to a single piece of flipchart paper for a gallery walk. Since there are six attitudes, you will generate six flipchart sheets.
4. Write group tasks for Activities B, C and D on flipchart paper.

ACTIVITIES

A. Introduction to How Attitudes Support Good Partnership (40 min)

Introduction (20 min)

Welcome the participants and let them know we will dedicate the next several hours to exploring how staff attitudes affect CRS' work in Partnership and Capacity Strengthening (P/CS). Open the session by posing one or two questions to the plenary:

As we think about the connection between staff attitudes and strong partnerships:

» Can you think of a time when a staff member's attitude had an observable positive impact on a partnership? Describe the attitude and impact. (Elicit an example and pull out the specifics.)

Depending on the cultural context, if appropriate, consider asking the opposite question as well:

» *Can anyone think of an example where you've seen someone's attitude have a negative impact on partnership — even unintentionally?* (Elicit an example and pull out the specifics.)

Thank the group for the real-life examples and offer the following points to help frame the session:

» Clearly individual attitudes can really strengthen or hurt a partnership, and can influences the effectiveness of a capacity strengthening effort."

» Attitudes are a central piece of the Knowledge, Skills and Attitudes (KSAs) needed for a staff member to be successful in P/CS work.

» Experience tells us that a staff member can have all the knowledge and skills in the world but—without the right attitude—his or her P/CS efforts will be unsuccessful.

» We know that, in the field of adult learning and behavior change, a change in attitude can be more difficult to change than knowledge acquisition or skill development.

- » There are clear attitude-driven actions that can help strengthen partnerships and make capacity strengthening efforts more successful.
- » Reflection and feedback are some important components of developing and demonstrating effective attitudes.
- » Attitudes are not static—attitudes can change and adjust in ways that can better support partnership and capacity strengthening efforts.

Review objectives (5 min)
Direct the participants to the objectives posted on the flipchart. Read through the objectives one by one, or invite a volunteer to do so. Ask if anyone has a question or a need for clarification before proceeding.

What is an Attitude and why are attitudes important? (15 min)
Note: this is meant to be a clarifying discussion just to get everyone on the same page about how CRS' Partnership and Capacity Strengthening team defines these terms. It is not meant to spark an in-depth semantics discussion.

Ask the group: "What is an attitude? What does that word mean to you?"

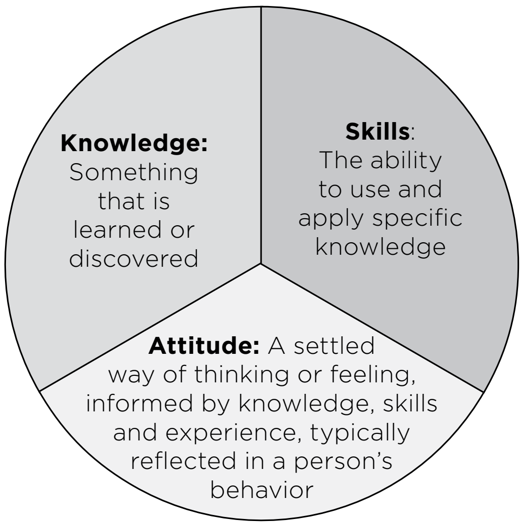
After hearing a few ideas, generate a working definition that reflects the following ideas:

- » Attitude is a disposition, feeling, position with regard to a person or thing; tendency or orientation, especially of the mind.
- » A "settled way of thinking or feeling, typically reflected in a person's behavior."

(dictionary.com)

Capture the working definition on a flipchart.

For conceptual clarity moving forward, remind the group of the difference between knowledge, skills and attitudes by displaying the following on a flipchart:



Reiterate the idea that attitudes are an important piece of the KSAs needed to be successful at P/CS. Explain that it is instrumental that those involved in P/CS possess thoughtful and appropriate attitudes for these efforts to be successful. *How* partnership and capacity strengthening happens can be critical for the success or failure of these efforts.

Describe how CRS developed the KSAs that it considers important for effective work in P/CS. A consultant was hired by CRS to draft the KSAs. She identified experts in the fields of organizational development, capacity strengthening, and partnership, both internal to CRS and external. The consultant posed a series of questions to these experts related to KSAs and effective P/CS. In addition, the consultant surveyed organizational development literature and identified common themes around KSAs and their impact on capacity strengthening outcomes. Through this survey process the team discovered that the most common and emphasized finding was that—among knowledge, skills and attitudes—**individual attitudes are the most important factor for successful P/CS work**.

As a result of this finding, and CRS' experience, focusing on strengthening staff attitudes within the Institute for Capacity Strengthening learning framework has becomea priority.

B. Five Key Attitudes: Gallery Walk (45 min)

Introduction and Group Work (30 min)

CRS' experience and research around KSAs that contribute to strong P/CS programming distill down to six specific attitudinal areas. We will take a closer look at those five attitudes now.

Divide the participants into small groups of four to six members each. Present the following group task on flipchart:

Gallery Walk group task:

Your group will begin at one posted attitude and progress to the next attitude when the music sounds.

At each attitude, pause there and read the definition and related outcomes. Ask yourselves the following questions and make notes about your responses:

» Can you think of a time when you've seen this attitude conveyed by a CRS staff member in his/her P/CS work?

» How do you think this attitude links to your work with partners?

Distribute Handout 1 — P/CS Attitudes and Outcomes to all participants for reference.

Position the small groups across different starting points, e.g. Group 1 at Attitude 1 and so forth. After the groups have spent five minutes at their first station, play music and ask them to move to the next attitude. Continue with this musical gallery walk until each group has visited all attitudes.

Report-out (15 min)

Reconvene the plenary and pose the following questions:

» Do you agree that these are important for successful P/CS work? Why or why not?

» Do any of the five jump out for you as more critical to P/CS work than others? Describe why.

The trainer should capture the answers on a flipchart.

C. Five Key Attitudes: Small Group Reflection (45 min)

Introduction (5min)

Tell the group that now we will dig deeper into the five key attitudinal areas that underline our P/CS work with partners. We will look at real life examples, and how we might "operationalize" these constructive attitudes in our work.

Ask the participants to count off by three to form three groups (If your participant group has 15 members or more, break them into six groups and assign each to one attitude and adjust your instructions.)

Distribute one copy of Handout 2 — Attitudes and Partnership Reflection Worksheet to each participant. Let them know that the worksheet covers each of the five key attitude areas.

Group work (20 min)

Review the group task on a flipchart and check for understanding:

Attitudes in P/CS Reflection

1. Discuss your assigned attitude(s) and respond to the questions that appear on the worksheet.
2. Designate a volunteer to capture your ideas on flipchart paper and report out after your discussion.

Trainer note: if each group is analyzing two attitudes, they may need 30 minutes to discuss. Also, remind them that they can refer to Handout 2 - P/CS Attitudes and Outcomes for full information on each attitude.

Report out (20 min)
When the groups have completed their analysis, reconvene the plenary and facilitate the report out. Invite each group to present the highlights of their discussion on a flipchart. For purposes of time, it may be advisable to take only questions of clarification after each small group presents. Once the five attitudes have been reported on, ask for observations or comments on the material presented.

D. Attitudes in practice (1 hour)

Introduction (10 min)
Explain that now that we've had a chance to think about these attitudes, we are going to look at how they might play out in real life. We are going to do this through role play.

Directions:

» Read the whole group the scenario and explain:

Daniel, Jennifer and Melissa are CRS employees whose work includes partnership and capacity strengthening. Daniel, the Country Representative and Jennifer the local Head of Programs, have been working with partners for over 18 years. Melissa is a new member of the team, a recent Fellow, this is her first year in her position.

The country program will provide a workshop for senior staff and leadership - mostly clergy - from several local Church partners, with whom CRS has had a long-standing relationship. Jennifer and Daniel are unavailable. After a thorough briefing by Jennifer and Daniel, Melissa agrees to conduct the workshops. Participants include Bishops from three dioceses, the Secretary General of the national Episcopal Conference, and senior staff (mostly priests) from the dioceses, congregations of religious sisters and national Catholic social service agencies.

The following scenario will take you through Melissa's experience.

» Recruit one person to be Melissa.

» Recruit five people to be the audience at her workshop.

» Give the six people the following script.

Scenario (20 min)
Melissa: Hey Guys! I am Melissa! I am super glad to be here to teach you all about how to be better managers of CRS project resources!

The participants began to talk quietly among themselves. One Bishop stands.

Bishop: We seem to have a misunderstanding. We are not simply managers. We represent the leadership of our organizations. We are not here to be instructed. We are all brothers and sisters in one Church. We thought that we were here to talk about local leadership and the Church. Is Daniel, the Country Representative here? It might be better if we spoke to him.

Pause

Feedback (20 min)

» Ask the audience what they think has happened here.

» Ask if they can identify any of the attitudes that we have talked about so far.

» Ask how they think Melissa should respond.

» Take one response that might show how she could respond in a way that would help the situation by showing humility, respect, cultural appropriate behavior etc.

  » Something like: I'm very sorry, it seems that we have had a misunderstanding. I'll look for Daniel, but perhaps I could also start over. I so appreciated that you are all here, and want to make sure we meet your expectations. Perhaps we could begin by hearing some of your concerns?

» Take one response that might make it worse.

  » Something like: Yes, thanks, I know you're all senior leaders, but the CRS country program asked me here to provide a workshop on management because they felt it could benefit your organizations. Let's get started.

Reflection (10 min)

After a few minutes, pull the group back together to reflect. Ask if there was anything surprising about the dialog? What was their key take away?

Recap by emphasizing the importance of humility, appropriateness, and flexibility in the example.

E. Looking Forward (20 min)

As a final activity, ask participants to turn to a neighbor and discuss the following:

Looking Forward…

1. (In pairs) As a result of this session, do you think there might be any changes or considerations you might make in terms these five attitudinal areas in your own work with partners?
2. (Individually) Write one of these proposed changes on a piece of paper, without your name. Toss it in the basket.

To wrap up this session, pass the basket of change commitments around and have each participant pull one out and read it aloud.

Handout 1

Partnership and Capacity Strengthening Attitudes and Outcomes

Humility and Mutuality

Outcomes:

» Acknowledges own constraints/capacities, can say I don't know, let's work through this together

» Never condescends or enters P/CS work knowing all the answers

» Demonstrates good listening

» Initiates and maintains partnership with a commitment to mutual decision making

» Shows an openness to learning in all capacity strengthening endeavors

» Exhibits a commitment to a reciprocal learning process

Patience and Flexibility

Outcomes:

» Demonstrates required patience with the understanding that partnership and capacity strengthening is a process that needs to be honored as much as the 'product'

» Shows flexibility with different paces of organizational change

» Adjusts approach to reflect differences in partners and partnerships

» Accesses, adapts and customizes the range of P/CS tools available

» Quickly and appropriately applies different communication techniques (email, verbal communication, etc.) to fit the situation

Trust-building

Outcome:

» Creates a safe space for real partnership, effective capacity strengthening and open mutual learning

» Suspends judgment and seeks to understand before being understood

Culturally appropriate

Outcome:

» Appreciates cultural (including organizational culture) differences and dynamics and the way that they impact partnership and capacity strengthening

» Demonstrates cultural sensitivity in partnerships and capacity strengthening efforts

» Demonstrates diplomacy and diplomatic communication in work with colleagues in CRS and partners

» Continues to learn and improve cultural competencies

Empowering and Optimistic

Outcome:

» Builds from a profound respect for people's intelligence, spirituality, spirit

» Seeks and contributes to an equal balance of power within partnership

» Seeks to make capacity strengthening an empowerment process

» Identifies dynamic groups of people that are relevant to lead the process for changes within the organization and community

» Demonstrates and fosters a sense of efficacy on the part of the partner

Handout 2

Attitudes and Partnership Reflection Worksheet

Please reflect with your group on the following questions. Please reference the *Attitudes and Outcomes Handout* for more detailed information about the Attitude your group is reflecting and working on.

Group 1

Attitude	Question	Response
Humility and Mutuality **Definition:** Values and expresses mutuality in all aspects of partnership and capacity work.	What is a real life example from your group's experience where you have seen the importance of this attitude or behavior in work with partners?	
	Based on the example you've cited above or another different experience, when have you or your colleagues found it most difficult to demonstrate this attitude when working with partners? Why?	
	How could you or your team address these challenges?	
Patience & Flexibility **Definition:** Creates an environment marked with deep understanding of negotiated and mutual timing and deadlines, and where partners each demonstrate respectful flexibility in their joint endeavors.	What is a real life example from your group's experience where you have seen the importance of this attitude or behavior in work with partners?	
	Based on the example you've cited above or another different experience, when have you or your colleagues found it most difficult to demonstrate this attitude when working with partners? Why?	
	How could you or your team address these challenges?	

(Handout 2 continued)

Attitudes and Partnership Reflection

Please reflect with your group on the following questions. Please reference the *Attitudes and Outcomes Handout 1* for more detailed information about the Attitude your group is reflecting and working on.

Group 2

Attitude	Question	Response
Trust-building **Definition:** Creates and support an environment of trust in all partnership and capacity strengthening work	What is a real life example from your group's experience where you have seen the importance of this attitude or behavior in work with partners?	
	Based on the example you've cited above or another different experience, when have you or your colleagues found it most difficult to demonstrate this attitude when working with partners? Why?	
	How could you or your team address these challenges?	
Appropriate **Definition:** Understands the context in which one is working and demonstrates appropriate and respectful behavior when working with partners and peers	What is a real life example from your group's experience where you have seen the importance of this attitude or behavior in work with partners?	
	Based on the example you've cited above or another different experience, when have you or your colleagues found it most difficult to demonstrate this attitude when working with partners? Why?	
	How could you or your team address these challenges?	

(Handout 2 continued)

Attitudes and Partnership Reflection

Please reflect with your group on the following questions. Please reference the *Attitudes and Outcomes Handout* for more detailed information about the Attitude your group is reflecting and working on.

Group 3

Attitude	Question	Response
Appropriate **Definition:** Understands the context in which one is working and demonstrates appropriate and respectful behavior when working with partners and peers	What is a real life example from your group's experience where you have seen the importance of this attitude or behavior in work with partners?	
	Based on the example you've cited above or another different experience, when have you or your colleagues found it most difficult to demonstrate this attitude when working with partners? Why?	
	How could you or your team address these challenges?	
Empowering and Optimistic **Definition:** Supports and strives for partner ownership and success in all P/CS effort	What is a real life example from your group's experience where you have seen the importance of this attitude or behavior in work with partners?	
	Based on the example you've cited above or another different experience, when have you or your colleagues found it most difficult to demonstrate this attitude when working with partners? Why?	
	How could you or your team address these challenges?	

Handout 3

Attitudes in Practice Scenario

Jennifer, Melissa and Daniel are CRS employees who work in Partnership and Capacity Strengthening. Jennifer, the Country Representative and Daniel, the local Head of Programs, have been working with partners for over 18 years. Melissa is a new member of the team, a recent Fellow, this is her first year in her position.

The country program will provide a workshop for senior staff and leadership - mostly clergy—from several local Church partners, with whom CRS has had a long-standing relationship. Jennifer and Geoffrey are unavailable, so Melissa agrees to conduct the workshop requested by the CRS country staff.

After a thorough briefing by Jennifer and Geoffrey, Melissa agrees to travel to the country program to conduct some introductory workshops with leaders from Church partners. Participants include Bishops from three Dioceses, the head of the national Episcopal Conference, and senior staff (mostly priests) from the Diocesan level, congregations of religious sisters and national Catholic social service agencies.

Action:

Melissa: Hey Guys! I am Melissa! I am super glad to be here to teach you all about how to be better managers of CRS project resources!

The participants began to talk quietly among themselves. One Bishop stands.

Bishop: We seem to have a misunderstanding. We are not line managers; we represent the leadership of our organization. We are not here to me instructed about how to be partners. We are all brothers and sisters in one Church. We thought that we were here to talk about local leadership and the Church. Is Daniel, the Country Director here? It might be better if we spoke to him.

Audience Feedback.

Communication Basics: Effective Communication among Partners

This is the fifth session in the CRS Partnership and Capacity Strengthening Level 1 introductory training series. To learn more about how to use this training session, please see the chapter entitled Overview for Facilitators.

LEARNING OBJECTIVES

By the end of the session, participants will be able to:

» Demonstrate active listening skills;

» Describe how communication affects relationships;

» Practice Cooperative Communication; and,

» Practice communicating across different contexts.

TIME

3 hours 25 min

SESSION OVERVIEW

ACTIVITY		TIME
A.	Introduction to Communications	15 min
B.	Active Listening Skills	45 min
C.	Cooperative Communication Dialogue-Building: Overview	15 min
D.	Cooperative Communication Dialogue-Building: Practice	1 hour
E.	Considering the Cultural Context	1 hour
F.	Special Note for Communicating in the Church Context	10 min

HANDOUTS AND MATERIALS

» Flipcharts, markers, tape, projector, laptop

» Handout 1 — Active Listening Exercise (Activity B)

» Handout 2 — Basic Listening Skills (Activity B)

» Flipchart of Partnership Principles (Activity C)

» Handout 3 — Cooperative Communication Dialogue-Building Model (Activity D)

» Handout 4 — Cooperative Communication Dialogue-Building Model Worksheet (Activity D)

» Handout 5 — Partnership Scenarios (Activity E)

» Handout 6 — Communicating in Context Guiding Questions (Activity E)

TRAINER PREPARATION (prior to the session)

1. Transfer the learning objectives to a flipchart in large print that allows the audience to view them clearly.
2. **OPTIONAL — see box in Activity A section below.** Recruit a co-facilitator to demonstrate a three-minute role play with you. Agree upon and plan out the scenario. The scenario should depict two collaborators engaged in a heated conflict that stems from poor communications.
3. Prepare a flipchart with group task instructions for Activities C and D.

ACTIVITIES

A. Introduction to Communications (15 min)

Once everyone has been welcomed, introduce the session by explaining where this communication session fits within partnership and capacity strengthening context. Note that being able to communicate effectively is a critical skill for strong partnerships. It's also critical for effective capacity strengthening.

Explain that this session seeks to help you think about how you communicate and how you might enhance your communication in a way that supports good partnership and effective capacity strengthening.

Through this session, we will learn about and practice:

» Active listening skills

» Collaborative communication techniques

» Communicating across contexts

By practicing these skills, together we will explore the ways in which communication affects relationships.

State that communication is critical to any relationship, personal or professional, individual or organizational. Remind participants that organizational relationships are complicated. Imagine a spider web of CRS and partner leadership, CRS and partner staff members who need to work together and interact in various ways to fulfill their common vision. Disagreements and conflict are bound to occur between staff members, between staff and management, and between partner organizations. Negative feelings, relationship problems, destructive conflict and inefficiency can all result from ineffective communications between collaborators. However, in this session, we will look at these relationships and explore ways to change and strengthen communication patterns to enhance cooperation.

Additional activity for an experienced facilitator: If it's possible and if the facilitator is comfortable doing so, transition to a brief role play with a co-facilitator showing an *argument between two parties. The action should center on a conflict that has arisen due to poor communication.*

Note the reaction of the audience. Emphasize that our partnership and capacity strengthening work calls for us to communicate with partners in a way that demonstrates mutuality and respect, even when there is a problematic situation.

Explain that this leads us into our session on effective communications. Review the session objectives and check for understanding.

B. Active Listening Skills (45 min)

Introduction (10 min)

Explain that a crucial aspect of good communication is thoughtful, focused listening. Perhaps you don't think of it as a skill because you use it every day. But, has your spouse or partner or child ever told you, 'You are NOT listening to me!' Perhaps you found that your mind was wandering, or you were bored with what was being said. Listening is the first and most important part of ensuring that you are communicating effectively and it is an activity that requires serious focus.

In the partnership context, often it's when a partner feels they aren't being listened to or their concerns aren't being heard, that the partnership begins to breakdown. (Facilitator might see if anyone in the group has had an experience with this in the partnership context).

Explain that we will now examine what this means in practice.

Distribute Handout 1 — Active Listening Exercise — and review the following instructions:

Group work (20 min)

In pairs, you will each have a chance to speak and a chance to listen. The listener may not take notes. The listener does not have to be silent. He or she may, for example, ask questions, or otherwise say something that shows s/he is listening. For three minutes, the speaker will have the opportunity to tell a brief story from his/her personal life or work. Then you will have three minutes to answer the following questions.

For the speaker:

» How did you feel as a speaker? Did you feel listened to?

» Which verbal skills and nonverbal cues (body language), if any, did the listener use to demonstrate interest and understanding? Which, if any, were particularly effective for you?

For the listener/interviewer:

» How did you feel as a listener?

» Which verbal skills and nonverbal cues (body language) were you aware of using? How comfortable did you feel? Which, if any, did you feel you used particularly effectively?

» What did you learn from the other person that you did not anticipate?

Once you have each noted your answers, change roles and repeat the exercise. Allow time afterwards for each person to note his/her answers for the second role.

Return to your working table, and consolidate your answers to a broader question:

» What do you consider to be the characteristics and practices of a good listener?

(Record your collective answers on flipchart pages for sharing with the plenary.)

Plenary (10 min)

Turn the attention back to the plenary and invite one group to present its list. Ask the groups that follow to fill in the list with additional responses.

Note to the trainer— look for some of the following characteristics:

» Showing empathy

» Acknowledging feelings,

» Asking for clarification and detail while withholding judgment and one's own opinions,

» Providing non-judgmental feedback,

» Simply rephrasing what has been heard without distorting meaning.

Conclusion (5 min)

Distribute Handout 2 — Basic Listening Skills — and review it with the participants.

C. Cooperative Communication Dialogue-Building: Overview (15 minutes)

Transition to the next activity by making the following points:

Now that we've talked about listening, let's move on to how we can actively communicate in an effective and collaborative way. Developing and fostering an approach to communication that values **collaboration** is critical to CRS' partnership and capacity strengthening approach.

Let's take a minute to remember the CRS Partnership Principles (see if anyone can name any). To live by and up to these principles, we need to both listen to our partners, as well as engage and communicate in a respectful and collaborative way.

Communicating collaboratively is not always easy. Think about a time you've struggled to communicate with a friend, a colleague, or a spouse. Maybe you felt misunderstood, or they did. Maybe you found yourself in a disagreement that later you realized didn't really reflect either your values or how you really felt about the relationship.

Maybe you've seen CRS and its partners struggle to communicate and seen how breakdown in communication can really impact the relationship? There are models we can use to help us construct more effective language that helps open and support a dialogue with partners. In particular, these kinds of models allow us to state our position in a kind and respectful way, problem-solve, and set joint goals.

Explain that first we're going to go over the model using one illustrative example and then give you a chance to discover the steps yourselves.

Explain that the model has several steps. In this case, we'll see it being used in a situation where a CRS staff person has just received a report from a partner agency, which is significantly late and seems to be missing a good deal of information. Let's explore the model looking at this example.

THE MODEL (with sample dialogue)

1. Invite the person into dialogue (in a non-judgmental way):

"Can we set aside some time to talk tomorrow morning? I would like to go over the latest financial report."

2. State the Situation: What are the facts of the situation (these are indisputable):

(The report did not arrive on time):

"As it states in the contract, we have to submit our own financial report to our donor by May 15th, and we did not get your report until June. This delayed our submission, which in turn will delay our next payment. As you know, we base our next payment request on the needs in your report.

3. Explain the Impact on me (feelings, impressions, perspectives as yet unconfirmed)

"Due to the late arrival of your report, and a few questions we still have yet to resolve with you, we may be late in receiving our next payment. This gets our HQ office upset with us, and causes problems for staff here, and myself."

4. Invite Feedback

"Perhaps there is something going on at your office that I am totally unaware of..."

"Could you tell me more about what you are facing in getting the report to us, so that I can better understand your needs?"

5. Seek Joint Resolution

"What are your thoughts on how we can resolve this?"

"What do you need from us that will help you with this situation?

6. Reach agreement

"To improve the situation, as agreed we will..." (indicate the things you have agreed to do):

i. ______________________________

ii. ______________________________

iii. ______________________________

Distribute Handout 3 — The Cooperative Communications Dialogue-Building Model to the group and review it together.

D. Cooperative Communication Dialogue-Building: Practice (1 hour)

Introduction (5 min)

Explain that we are now going to dive into the model a little more deeply. Now you will have the opportunity to take the model back to your table, and apply it to a scenario that will be assigned to you. There are only three scenarios so two tables may get the same scenario.

Group work and presentations (40 min)

Divide your participants into four working groups. Distribute Handout 4 - Cooperative Communication Dialogue-Building Model Worksheet. Also, provide each group with a scenario from Handout 5. Assign the following group task on flipchart:

Cooperative Communications Practice

1. In your working group, review your assigned scenario.
2. Use the scenario to complete the Dialogue-Building worksheet; writing in the language you would use to build understanding in this communications scenario.
3. Using the worksheet as your script, prepare a dynamic role play depicting your dialogue with your audience.

Circulate among the groups to ensure the task is clear and provide an occasional time check. When the groups are ready to present, facilitate the role play rotation. It may be helpful to ask the presenting group to read its scenario prior to acting it out, for the benefit of the audience.

Plenary (15 min)

Hold comments until the end of the presentations, and open a summary discussion with the following questions:

1. Reflect on the scenarios we've just observed. Which of the six steps seemed easiest to undertake?
2. Which steps presented the greatest challenges?
3. Which effective communications techniques did you see at play?
4. What new knowledge, skills or attitudes will you take away from this session?

E. Considering the cultural context (1 hour)

Introduction (10 min)

Transition by noting: Working in the partnership and capacity strengthening area often involves communicating across cultures. These cultures can be national, regional, or even organizational — what's most important is that the context in which we communicate matters and our ability to adapt is critical for our communication success.

There is a wealth of resources on cross-cultural communicating. However, for anyone working in multiple countries, there are a few bottom-line things you may want to consider as you seek to communicate effectively in cross cultural situations.

Often times our good intentions mean we look for how we're the same rather than focus on differences. However, sometimes it's important to recognize that there are cultural differences that may impact how successful our communication is.

Cross culture communication is a heady topic, however, one initial way to help strengthen your communicating in cross cultural settings is to consider the following four questions when approaching a cross cultural communication situation:

1. Who is the right person to talk in this situation?
2. What is the most appropriate communication medium in this situation?
3. How should this message be delivered?
4. What are the most important non-verbal communication cues for this interaction?

Explain that we're going to review these four guiding questions together now.

Group work (20 min)

Split the participants up into small groups (three to six people each) and ask them to: 1) read each question and its explanation, 2) ask if anyone in the group can think of a time when this question was relevant to a communication situation in their work and 3) how they managed the situation, either positively or negatively.

1) Who is the right person to talk in this situation?

Explain: One of the first things to consider when working in a different culture is who is the most appropriate person to communicate a message. This often is a manifestation of the level of formality that different cultures require and how each culture considers hierarchy. For example, if the interaction really requires communication with an organization's president, is it ok for a program manager to take the lead? Might it be more effective if the message came from someone like the Country Representative?

2) What is the most appropriate communication medium in this situation?

Explain: The *means* for how people communicate in different situation may also vary with different cultures. It's therefore good to pause when approaching a communication situation and consider: What's the appropriate medium? Is it a phone call? Is it a private meeting? Is it a group meeting? Is email or text message ok?

3) How should this message be delivered?

Explain: What are some of the norms in the culture in which you are communicating? Is it a culture where direct communication is acceptable? Do people prefer more indirect ways of addressing issues? How is criticism perceived?

4) What are the most important non-verbal communication cues for this interaction?

Explain: With this course we have talked mostly about verbal communication, however, from our everyday lives we know that non-verbal cues and indicators are also critical for ensuring successful communication. This is particularly true in cross-cultural communication situations. Appropriate dress, eye contact, personal space etc., are all elements that can be very different in different cultural contexts.

Plenary (30 min)

After 15 minutes, show the following flipcharts and discuss briefly.

1) Who is the right person to talk in this situation?

Suggestion: *Consider the hierarchical level of the target for the communication. Seek equal corresponding level for the person initiating the communication. If that is not possible, at a minimum, find an appropriate way to recognize the challenge and defer to the more senior person's authority.*

2) What is the most appropriate communication medium in this situation?

Suggestion: *Consider the mode of communication before initiating. If unsure, look to previous examples and seek advice from colleagues more familiar with the context.*

3) How should this message be delivered?

Suggestion: *If you don't know the answers to these questions, it's important to explore them with colleagues and friends to better understand the context in which you are working and determine the most appropriate way to deliver your message.*

4) What are the most important non-verbal communication cues for this interaction?

Suggestion: *In all cross cultural communication situations, be sure that you have considered these elements. If you aren't sure what's ok or what might be misinterpreted, talk with a colleague who is more familiar with the culture.*

F. Special Note for Communicating in the Church Context (10 min)

Explain that this is only a very introductory course on communicating more effectively in the partnership and capacity strengthening context. However, as a sister Church agency who works extensively with Church partners around the work, it is also important to note some special considerations for communicating in the Church context.

Like all visitors, Church partner staff that visit CRS offices should be welcomed and shown respect. This responsibility lies with all staff, starting with the first people visitors encounter. Numerous country programs have, as a result, trained the receptionist, drivers, guards, and other staff in the importance of greeting partners appropriately when they arrive.

This is particularly true for Church partners, where staff may need training in forms of address appropriate for religious sisters, priests, bishops and other clergy.

The culture within the Church differs in each country, ranging from very formal treatment of Church leaders (especially bishops) to less formality. CRS staff should adopt the appropriate greetings and titles in addressing Church leaders.

Ask the group for the importance of this in their country and if there are any guidelines that they would share with new staff especially.

Remind everyone that no matter what the context it is critical for staff to remember:

CRS operates in every country as a guest and at the behest of the national government and the Church. All communication therefore should reflect CRS values and our understanding of and respect for the institution.

Close the group by congratulating the participants on their energetic work and for taking the time to reflect and work on these important communication skills, and for their interest in strengthening your partnership and communication skills. CRS hopes this will be a useful and relevant tool as the group continues with its partnership-building work.

Handout 1

Active Listening Exercise

In pairs, you will each have a chance to speak and a chance to listen. The listener ***may not take notes.*** The listener does not have to be silent. You may, for example, ask questions, or otherwise say something that shows you are listening. For three minutes, the speaker will have the opportunity to tell a brief story from his or her work or personal life. Then you will have three minutes to answer the following questions.

For the speaker:

» How did you feel as a speaker? Did you feel listened to?

» Which verbal skills and nonverbal cues (body language), if any, did the listener use to demonstrate interest and understanding? Which, if any, were particularly effective for you?

For the listener/interviewer:

» How did you feel as a listener?

» Which verbal skills and nonverbal cues were you aware of using? How comfortable did you feel? Which, if any, did you feel you used particularly effectively?

» What did you learn from the other person that you did not anticipate?

Handout 2

CATHOLIC RELIEF SERVICES

Basic Listening Skills

Active Listening
Listening to understand and to gain meaning. Uses verbal and non-verbal cues to acknowledge what the other person says.

Paraphrasing/Restating
Restating what was said in your own words. Checks for accuracy and understanding.

Reflecting
Restating what you believe the other person is feeling. Shows empathy and checks for understanding.

Probing/Inquiring
Using open-ended questions to encourage the other person to say more.

Handout 3

THE COOPERATIVE COMMUNICATION DIALOGUE-BUILDING MODEL

(with sample dialogue)

Invite the person into dialogue (in a non-judgmental way):
"Can we set aside some time to talk tomorrow morning? I understand from Silvia that you will not be able to come to the training and I would like to talk with you about it."

State the Situation: What are the facts of the situation (these are indisputable):
"The Diocesan Director Training is three days away. We have already booked and paid for your airline reservation and hotel. The hotel is refundable but the airline ticket is not. The New Diocesan Director Training is designed to provide participants with tools, and training to support your global social ministry efforts in the diocese. The next training will not be until next year."

Explain the Impact on Me (feelings, impressions, perspectives as yet unconfirmed)
"I have put a lot of planning into the orientation and really hoped you would be there. Also my training budget is very small and we have to be good stewards of our resources and we will not be able to get the $500.00 airline ticket refunded."

Invite Feedback
"I know that emergencies happen and understand that sometimes plans change. I was hoping you might fill me in about the responsibilities on your plate that are preventing you from attending so that I can better understand."

Seek Joint Resolution
"What are your thoughts on how we can resolve this?"

Reach agreement
"To improve the situation, as agreed, we will…

(indicate the things you have agreed to do):

Thanks so much. I really appreciate your taking the time to talk with me so that I can better understand. Thanks for… (agreeing to reimburse CRS for the airline ticket and for inviting me to come spend some time in the diocese talking with you about the role of a diocesan director and the resources available to support you)."

Handout 4

COOPERATIVE COMMUNICATIONS DIALOGUE-BUILDING WORKSHEET

Steps	What you will say
1. Invite the person into dialogue (in a non-judgmental way):	
2. State the Situation: What are the **facts** of the situation?	
3. State the Impact on Me (how I feel based on the situation; the burden placed on me)	
4. Invite Feedback (Open the door to see if the other person can explain something you might not be aware of)	
5. Seek Joint Resolution	
6. Reach Agreement	

Handout 5

CATHOLIC RELIEF SERVICES

PARTNERSHIP SCENARIOS

Scenario One:
On a visit to a food security project site implemented by local partner staff, you observe that project implementation is somewhat different from what you had understood from the project design. Specifically, people outside of the project area are receiving food aid. Thinking over the implications of this change, you realize that CRS will be unable to report to the donor on the promised nutritional improvements in the target community. The clergy in charge of the project does not seem to want to respect the agreed-to project area or evaluation metrics, but is obviously very committed to the people of the community. Use the worksheet to develop a dialogue with him to address the problem.

Scenario Two:
The Head of Programming (HoP) just informed you of an exciting funding opportunity in a top priority sector, per your country program's Strategic Program Plan (SPP). The country program will be submitting a proposal and you are responsible for developing the project outline. The HoP tells you that the directors of CRS, local Caritas, and two international NGOs have agreed to work together to develop the project, and implement it if the proposal is accepted. You try to arrange to meet with the local Caritas staff to discuss the project, but the necessary staff are not responding to your calls and emails. You have a short time frame — six weeks — to complete the proposal. You decide you must have a conversation with the Program Director. Use the worksheet to develop a dialogue with her to address the problem.

Scenario Three:
You are the project manager on a peace-building project. Today, you received a call from the partner, who seemed a bit frustrated. He claims that he has submitted the required progress and financial reports, and has not received payment to start the next phase of activity. This is the second time this has happened, and your staff tell you that the reports were, once again, incomplete, and returned to his office. The partner claims to know nothing about this. Use the worksheet to develop a dialogue with him to address the problem.

Handout 6

Some Guidance for Communicating Cross Culturally

When approaching a cross-cultural communication situation, it may be helpful to consider the following guiding questions.

1) Who is the right person to talk in this situation?

One of the first things to consider when working in a different culture is who is the most appropriate person to communicate a message. This often is a manifestation of the level of formality that different cultures require and how each culture considers hierarchy. For example, if the interaction really requires communication with an organization's president, is it ok for a program manager to take the lead? Might it be more effective if the message came from someone like the Country Representative?

Suggestion: Consider the hierarchical level of the target for the communication. Seek equal corresponding level for the person initiating the communication. If that is not possible, at a minimum, find an appropriate way to recognize the challenge and defer to the more senior person's authority.

2) What is the most appropriate communication medium in this situation?

The *means* for how people communicate in different situation may also vary with different cultures. It's therefore good to pause when approaching a communication situation and consider: What's the appropriate medium? Is it a phone call? Is it a private meeting? Is it a group meeting? Is email or text message ok?

Suggestion: Consider the mode of communication before initiating. If unsure, look to previous examples and seek advice from colleagues more familiar with the context.

3) How should this message be delivered?

What are some of the norms in the culture in which you are communicating? Is it a culture where direct communication is acceptable? Do people prefer more indirect ways of addressing issues? How is criticism perceived?

Suggestion: If you don't know the answers to these questions, it's important to explore them with colleagues and friends to better understand the context in which you are working and determine the most appropriate way to deliver your message.

(Handout 6 continued)

4) What are the most important non-verbal communication cues for this interaction?

With this course we have talked mostly about verbal communication, however, from our everyday lives we know that non-verbal cues and indicators are also critical for ensuring successful communication. This is particularly true in cross-cultural communication situations. Appropriate dress, eye contact, personal space etc., are all elements that can be very different in different cultural contexts.

Suggestion: In all cross cultural communication situations, be sure that you have considered these elements. If you aren't sure what's ok or what might be misinterpreted, talk with a colleague who is more familiar with the culture.

Adult Learning Basics

This is the sixth session in the CRS Partnership and Capacity Strengthening Level 1 introductory training series. To learn more about how to use this training session, please see the chapter entitled Overview for Facilitators.

LEARNING OBJECTIVES

By the end of the session, participants will be able to:

» Describe key adult learning concepts and principles

» Describe at least two ways that these concepts are evident in practice

TIME

2 hours 45 minutes

SESSION OVERVIEW

ACTIVITY		TIME
A.	Introduction and Context Setting	5 min.
B.	Adult Learning Guiding Principles	60 min.
C.	Adult Learning in Practice	90 min.
D.	Wrap up	10 minutes

HANDOUTS AND MATERIALS

» Flip charts, markers, tape, projector, laptop, Post-it notes

» Handout 1 — Adult Learning Principles (Activity B)

TRAINER PREPARATION (prior to the session)

1. Transfer the learning objectives to a flip chart in large print that allows the audience to view them clearly.
2. Prepare the ‘Best Learning Experience’ and ‘Worst Learning Experience’ flip charts (Activity B)
3. Prepare one flip chart for each of the adult learning principles and place them around the room. (Activity B)
4. Prepare the Type of Instruction table on flip chart paper (Activity C)
5. Prepare sets of corresponding cards for the Type of Instruction exercise. (Activity C)
6. Make flip chart with adapted Confucius quote (Activity C)

7. Prepare the learner-centered vs. expert-centered chart on flip chart paper (Activity C)
8. Prepare sets of corresponding cards for learner-centered vs. expert-centered exercise (Activity C)
9. Have tape on hand to make 1-4 spectrum for Learning Styles activity. Review sample statements with appropriate staff to match with local context. (Activity C).

ACTIVITIES

A. Introduction and Context Setting (5 min)

Once everyone has been welcomed and settled, explain that in this session, the group will be exploring adult learning, in both theory and in practice. Explain: Understanding how adults learn is critical for effective capacity strengthening work, and working with a strong knowledge of adult learning methodology can help strengthen partnership and partnership approaches.

Show the sessions learning objectives and ask if there are any questions.

B. Adult Learning Principles (60 min)

Explain that the session is going to start by thinking about some of the principles that guide effective adult learning.

Pair Activity (25 min)
Tell participants that we are now going to do some work that involves individual reflection and paired discussion.

Distribute Post-it notes for participants to write their answers.

Ask participants to break into pairs and do the following.

1) Take a few minutes to think about the following questions.
    a. What was your best or most memorable learning experience (as an adult)?
    b. What was your worst or least effective learning experience?
2) Talk about these experiences with your partner.
3) Work together to identify WHY these experiences were successful or not. Write down the factors, characteristics, approaches, methodology or techniques that made the learning experience work or not work. Write one per Post-it note.
4) Once you and your partner have finished, put your Post-it notes on the ‘Best learning experiences’ and ‘Worst learning experiences’ flip chart papers posted in the front of the room.

Once all the Post-it notes have been placed on the two flip charts, have the group gather and review the responses.

Ask:

» What do you notice about the best experiences? Are there some commonalities?

» Similarly, what do you notice about the worst experiences? Do you see any themes?

(These will likely include experienced-based, respectful, interactive, action-oriented, engaging, etc. for the 'good' list; boring, long, lecture-based, patronizing, etc. for the least effective list.)

Plenary (15 min)

Invite people to return to their seats. Acknowledge that these same themes that participants have pulled from their experiences are very similar to what we know about adult learning based on research.

Explain that studies indicate that adult learners are more engaged and productive in learning experiences when: it **builds on their experiences; it's directly applicable to their work; and participants are able to take leadership roles in defining major issues, analyzing new concepts and tools, and generating relevant solutions.**

Ask/confirm with the group if this resonates with the earlier discussions. Tell that one way to think about these characteristics is to consider some guiding principles for adult learning. Explain that some principles have been placed on flip chart papers placed around the room. Distribute Handout 1. Briefly present each with its definition.

The following principles come from Global Learning Partners and are the basis of the Dialogue Education approach, which draws on the work of Paulo Freire, Malcolm Knowles, and other acknowledged visionaries in the field of adult education.

Adult Learning should include the following:

Engagement: Learners need to be engaged in their learning to learn.

Inclusion: Learners want to feel included and valued.

Respect: Learners want to feel their ideas, experiences, knowledge, culture and everything about them is respected and honored.

Learning styles: All learners have different learning preferences: auditory, visual, or kinesthetic. For this reason each session should offer options for each of these learning styles.

Immediacy: Learners need to know when they will need to use the new content. If you can highlight that they will need it this weekend when they are out with their friends, engagement will be higher.

Safety: Learners need to feel emotionally, physically, and psychologically safe enough to share personal stories, ask difficult questions and offer challenge ideas.

Relevance: Learners need to understand how each session is relevant and important for them and their lives. If someone cannot see the relevance, they will disengage.

See, hear, do: All learners need to see and hear new content, and then do something with it. They need to have time to test it, challenge it, and try it out.

Sequence: Learning needs to happen at a natural pace and move from simple to complex. If the learners are lost, confused or disinterested, there may be an issue of sequence.

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Activity (20 min)
Ask the group to come back to the Post-it notes of characteristics of good and bad learning experiences. Give the group 5 minutes to see if any of the Post-it notes could be placed on specific principles. Encourage people to try to move them around. Have the group walk around to review the principles one more time, and come back to plenary.

Ask the group:

» Was there anything particularly striking about the discussions?

» Any surprises?

» Are there any principles or themes that you would add?

Capture notes on flip chart.

C. Adult Learning in Practice (1 ½ hours)

1. Adult Knowledge Retention

Introduction (5 min)
So far we have looked at some underlying principles that broadly help support effective adult learning. Now we are going to look a little more at how these might translate into practice. In this section we're going to look at how adults best retain knowledge; how adults come to learning with different learning styles; and how learning experiences can be either learner-centered or expert-centered. These three topics are all deeply related to the principles of effective adult learning that we looked at earlier, and important in the design of any training or learning experience.

Group activity (20 min)

Divide the group into approximately X# participants per table.

Provide to each table a set of cards with the range of seven types of instruction, on which each card has one type of instruction (see below). Have a flipchart with the table of types of instruction like the one below ready, but do not show it.

Explain that twenty-four hours after training, only a certain percentage of people actually remember what was taught. Some of these methodologies have higher rates of learning retention than others.

Ask participants to: think about which of these methodologies have higher rates of retention than the others. Ask participants to then put the cards in sequence from lowest rate of retention to the highest, using the space on the wall.

Give the groups five minutes to assemble in order. Then show them the flipchart with the correct responses.

Ask:

» What do you notice about this table?

» Are there any numbers that surprised you? Why?

» How much is remembered if you only use PowerPoint? If you only give a talk?

» How might you approach the use of these methods in the future?

Type of Instruction	Rounded Average % retention of knowledge after 24 hours
Lecture	5%
Reading	10%
Audiovisuals	20%
Demonstration	30%
Discussion	50%
Practice by doing	75%
Teaching Others	90%

Source: M.L. Silberman and C. Auerbach, *Active Learning: A Handbook of Techniques, Designs, Case Examples and Tips.*

Hang the following flip chart on the wall and read it aloud to the participants.

> When I hear, I forget.
>
> When I hear and see, I remember a little.
>
> When I hear, see, and ask questions or discuss with someone else, I begin to understand.
>
> When I hear, see, discuss and do, I acquire knowledge and skill
>
> When I teach to another, I master.
>
> [An adaptation of a saying from Confucius by M.L. Silberman and C. Auerbach, (1998) *Active Training: A Handbook of Techniques, Designs, Case Examples and Tips*]

2. Learner-Centered or Expert-Centered

Introduction (10 min)
Explain that another way to think about adult learning that fits nicely with these principles is to consider the differences between *learner-centered* training and *expert-centered* training.

Note that through the earlier discussions, we have seen that positive adult learning experiences happen when they are rooted in the participant's own experience and are focused on what the participant wants to learn and feels s/he needs to learn.

Ask the group how they might define these terms. Capture ideas on a flipchart.

Group activity (25 min)
Tell the participants that we're going to look at what else might go into these definitions.

Split the participants into two groups. Give each group a chart on flipchart paper based on the one below. Also give each group a set of cards, each with a description of a things that are either learner-centered or expert centered, one per card. Each card also notes the number of the category to which it refers. For example the cards "To improve performance of participants" and "To cover the material; present content" are each labeled with the number 1. The cards "Meet participants' need to know and do" and "To establish trainer as expert" are each labeled with the number 2, and so on. Give the groups a minute to look at the cards and the chart. Then ask them to try to determine which of the cards go where, and to complete their chart.

Learner-Centered and Expert-Centered Training Chart

	Category	Learner-Centered	Expert-Centered
1	Stated Objective		
2	Underlying Objectives		
3	Role of Trainer		
4	Methods		
5	Participant's Role		
6	How Feedback is Obtained		
7	Purpose of Feedback		

After about ten minutes, review both charts together. Resolve any remaining questions.

The completed charts should look like this:

Completed Learner-Centered and Expert-Centered Training Chart

	Category	Learner-Centered	Expert-Centered
1	Stated Objective	To improve performance of participants	To cover the material; present content
2	Underlying Objectives	Meet participants' need to know and do	To establish trainer as expert
3	Role of Trainer	Facilitator; coach	Imparter of information; lecture
4	Methods	Trainer asks questions; does no more than 50 percent of the talking	Trainer lectures, explains, demonstrates; does most of the talking while participants listen and watch
5	Participant's Role	Active participant in learning process; learns by doing Passive learner;	Passive learner; absorbs information
6	How Feedback is Obtained	Opportunities to apply skills through role plays, case studies, simulations, and other structured experiences	Asking participants whether they have any questions; asking participants questions about what trainer has said
7	Purpose of Feedback	To see whether participants can apply what they learned; to see whether they need more practice or remedial instruction	To see whether participants understand the information; to test their retention

Conclude by asking the group to think back to their experiences in the first exercise where they each identified a positive learning experience. Did these experiences tend to be more learner-centered or expert-centered?

3. Learning Styles

Introduction (10 min)

Explain that the final 'in practice' area that we will consider is *learning styles*. Explain that people bring a number of characteristics into the training room. Each participant brings his/her own:

» Personality

» Work style

» Learning style

» Conflict management or aversion styles

Recognize that these differences help people feel more comfortable working together. Therefore, instead of feeling challenged by the way we work together, we can recognize and plan for those differences by diversifying our techniques to ensure we address a variety of learning styles.

Ask the participants if they have ever taken a personality, learning style or related assessment. Elicit several examples. You may mention the Myers Briggs Type Indicator (MBTI), Kolb's Learning Style Inventory or others you are familiar with as examples of widely used inventories.

Point out that recognizing these differences help people feel more comfortable working together in a group setting. Instead of feeling challenged by the way we work together, we can recognize and plan for those differences in how we assign roles, plan a meeting or training session, and collaborate.

For the purposes of this session, we will not apply a full learning- or work-style inventory. We will, however, do a rapid exercise to increase our awareness of the kinds of characteristics that can be assessed.

Large group exercise (20 min)

Direct the group's attention to the spectrum you have prepared along the floor using tape and one set index cards numbered 1 through 5, by taping a line at least 4 meters long with cards placed in sequence at equal intervals along the tape. Tell the group you are going to read a series of statements and they should move to the card that best represents their response to each statement. Card 1 means "nothing like me", card 2 means "not much like me", card 3 means "neutral", card 4 "means somewhat like me", and card 5 means "very much like me." Participants' placement represents their preference, so they should not be guided by what they perceive as the right answer. There are no right or wrong preferences.

Next, read ten or more of the following statements. NOTE: Work with someone who knows the group or local context ahead of time to ensure the statements will be understood by the majority of participants. Sample statements are:

- » I need to see all the details;
- » I like time to think before I say something;
- » I like to make quick decisions and move on;
- » I like to contemplate all the alternatives before making a decision;
- » I like to think through problems with others;
- » I like to handle problems myself and get help when needed;
- » I like to jump into group discussions;
- » I need quiet time to reflect;
- » I'm a people person;
- » I like to write things up and keep track;
- » I like to use analytical and writing skills;
- » I use a specific step-by-step process to work out problems;
- » I solve problems by thinking aloud — talking through issues, questions, possible solutions;
- » I like to see issues laid out in diagrams or charts to find solutions;
- » At a party or group gathering with people I do not know, I will easily engage others in conversation and know everyone in the room within the evening;
- » At a party or group gathering, I tend to stay in one place and engage one person in a long conversation (prefer not to flit from person to person);
- » I like to understand how and why things work. I keep up to date with science and technology;
- » I am comfortable with taking the lead and showing others the way ahead;
- » I don't prefer the sound of silence. I would prefer to have some background music or other noises over silence;
- » I like being a mentor or guide for others;
- » I can easily visualize objects, buildings, situations, etc., from plans or descriptions;
- » I am happy in my own company. I like to some things alone and away from others;
- » I often find myself acting as a mediator between others;

After you have run through all the statements, ask the participants to return to their seats. In summary, ask the group:

- » What did you learn from this exercise about your styles and preferences?
- » What implication does this exercise have on how you think about adult learning?

If you don't hear these from the group, highlight several points for them:

» Strong facilitators recognize that each group member learns and processes information differently;

» As facilitators, we vary our methods to appeal to learning differences and ensure ample participation from more reserved members;

» In a meeting setting, some members may be oriented more towards task completion and others towards group maintenance (dealing with conflict, attending to all members and fostering positive interaction). A strong group or team takes advantage of both styles.

Conclude this section by asking if the participants have any other ideas or questions about learning styles.

D. Wrap up (10 min)

Review: in this session we have looked at adult learning in principle and in practice.

Ask the group:

» Thinking about our discussions, can you name one of the adult learning principles that you saw demonstrated today?

» Can you identify one place or an activity where you saw something that was learner-centered or expert-centered?

» Can you identify different activities that might appeal to people with different learning styles? (For example shouting in plenary vs. writing on Post-it notes individually.)

Facilitate a brief discussion and then ask if there are any remaining questions or comments.

Handout 1

Adult Learning Principles

The following principles are based in Dialogue Education™ and from Global Learning Partners. Adult learning experiences should demonstrate the following principles:

Engagement: Learners need to be engaged in their learning to learn.

Inclusion: Learners want to feel included and valued. You can do this by:

Respect: Learners want to feel their ideas, experiences, knowledge, culture and everything about them is respected and honored. You can do this by:

Learning styles: All learners have different learning preferences: auditory, visual, or kinesthetic. For this reason each session should offer options for each of these learning styles.

Immediacy: Learners need to know when they will need to use the new content. If you can highlight that they will need it this weekend when they are out with their friends, engagement will be higher.

Safety: Learners need to feel emotionally, physically, and psychologically safe enough to share personal stories, ask difficult questions and offer challenge ideas.

Relevance: Learners need to understand how each session is relevant and important for them and their lives. If someone cannot see the relevance, they will disengage.

See, hear, do: All learners need to see and hear new content, and then do something with it. They need to have time to test it, challenge it, and try it out.

Sequence: Learning needs to happen at a natural pace and move from simple to complex. If the learners are lost, confused or disinterested, there may be an issue of sequence.

Vella, Jane. www.globallearningpartners.com